DOCUMENT RESUME

ED 242 818 UD 023 467

TITLE Minneapolis Five Year Plan Update, 1983-84.
INSTITUTION Minneapolis Public Schools, Minn.
PUB DATE 3 Jun 83
NOTE 98p.; For a related document, see UD 023 466; Published by the Office of Planning, Development and Evaluation.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Educational Objectives; Educational Planning; *Elementary Secondary Education; Long Range Planning; *Program Evaluation; *Program Implementation
IDENTIFIERS *Minneapolis Public Schools MN; *Program Modification; Program Monitoring

ABSTRACT

This report and update on the five-year plan for the Minneapolis, Minnesota public schools show what is proceeding as originally planned, what has been modified and why, what has been added, and who is responsible for what. A model for planning is followed by a progress report through June 1983, a chart listing each of the 121 action items in the original report and its status (completed, in progress, scheduled, not yet scheduled, or revised), and a catalogue of key deliverables (reports, schedules, program guides, etc.) Next comes a progress report on 1982-83 evaluation activities related to the five-year plan. The action items are then discussed in terms of those completed in 1982-83, 1982-83 items requiring revision, and proposed new action items for 1983-84. The next section discusses the 1983-84 evaluation process, followed, first, by a brief account of a futures planning conference attended by school officials and experts on population, economic, and educational trends and, second, by a discussion of planning topics for 1983-84. The second half of the document includes: (1) a master chart of recommendations, completions, revisions, and additions by numeric order of action plan items; (2) a chart giving information on the action items in terms of how and when they are being implemented and budget costs; (3) a chart showing who is responsible for various parts of the plan; and (4) a planning calendar. Appendices provide evaluation summaries of two schools. (CMG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1983-84
MINNEAPOLIS FIVE YEAR PLAN UPDATE
OFFICE OF PLANNING, DEVELOPMENT AND EVALUATION
MINNEAPOLIS PUBLIC SCHOOLS
807 Northeast Broadway
Minneapolis, Minnesota, 55413

ED242818

CONTENTS

	PAGE
Introduction	1
Model for Planning	2
Model for Planning - Chart	3
Progress Report through June 3, 1983	4-5
Implementation	6-18
Chart - "Timeline for Implementation/Summary of Progress"	6-14
Catalog of Deliverables	15-18
Progress Report on 1982-83 Evaluation Activities Related to the Five Year Plan	19-21
Planning for 1983-84	22-29
Completed Action Items	22-23
Action Item Revisions 1982-83	23-25
New 1983-84 Action Items	25-29
Process for Evaluation 1983-84	30
Planning for the Future - Beyond 1987	31
Planning Topics - 1983-84	32-34
Master Chart - "Implementation Plan by Numeric Order of Action Plan Items"	35-46
Chart A - "Implementation Plan by Numeric Order of Action Plan Items and Budget"	47-60
Chart B - "Implementation Plan, by Assignment of Responsibility	61-62
Planning Calendar	63
Appendix	i-iii
Evaluation Summary - Andersen Open School - i	
Evaluation Summary - Lincoln Fundamentals - ii-iii	

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
JoAnn Heryla
Minneapolis Public Schools
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD023467

INTRODUCTION

The original overview of the Minneapolis Public Schools Five Year Plan states as the purpose of planning, "The Minneapolis Board of Education bears the full responsibility for the performance of the public schools in meeting the educational needs and expectations of the district's constituency. Implicit in this responsibility is the need to articulate community expectations, mobilize the resources necessary for their fulfillment, and effectively manage available resources."

The planning process itself was the first step by the Board of Education and the Superintendent to demonstrate to the public a commitment to meet these needs. The plan was approved on April 20, 1982 and since that date, the entire district has been engaged in the implementation and monitoring of the actions dictated by the plan.

The Superintendent and his Cabinet have maintained direct responsibility for implementation and reporting on progress on individual action items.

The Board of Education has met periodically to review progress and to look to the future as the plan intended. Citizen groups continue to monitor aspects of the plan and are prepared to comment on the plan's implementation, revisions and new directions.

Each of the 121 action items in the original plan has been addressed and is accounted for in this report. The first steps in developing a program budget linked with the plan and building toward a management reporting system have been taken. In-depth evaluation of several priority action items is underway and will begin to be reported in 1983-84.

Throughout the planning, expected in the implementation, accomplished during the first year with varying success, and with improvement expected in 1983-84 is the vital area of partnerships: from school to school, school to community, school to business and person to person - student, parent and teacher.

The plan provided direction, but not as a rigid unyielding framework. This report and update show what is proceeding as planned, what has been modified and why, what has been added, who is responsible and it accounts for the place of the public schools in the overall quality of life in the City of Minneapolis.

Lawrence Moon
Director,
Department of Planning,
Development and Evaluation

MODEL FOR PLANNING

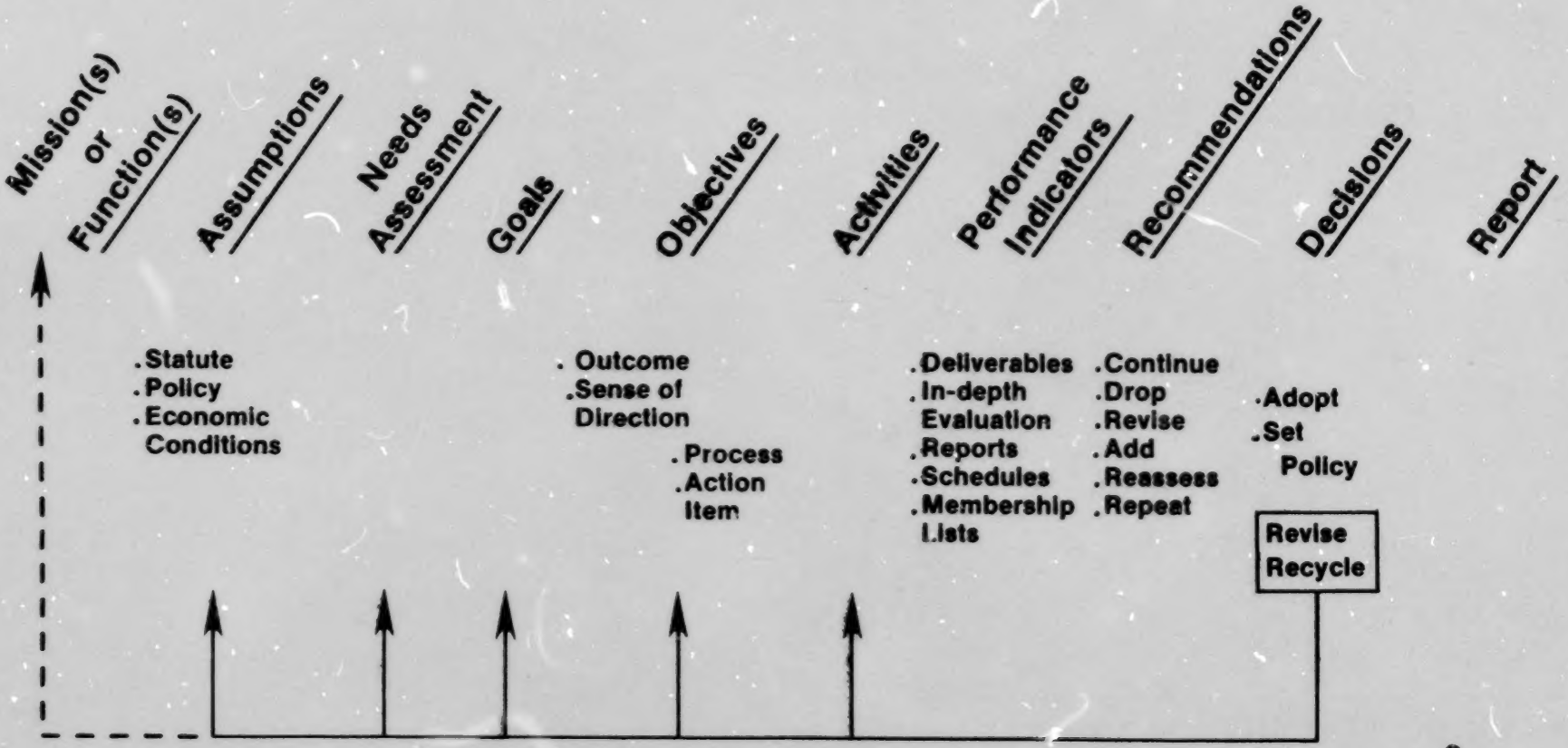
The original plan, textbooks and organizations all follow a series of steps in planning, often automatically just as a person breaths or walks. However, it is necessary from time to time to consciously recall what position we are in as new steps are taken or old habits modified.

The Planning, Development and Evaluation Department has adopted a framework for reviewing the status of various portions of the plan, particularly in resolving problems on giving directions for the future. The reader may find it useful to refer to this particular model, both for the ongoing plan and as planning and budgeting are joined for overall management and accountability. Some commonly used or interchangeable terms are included; see Chart on following page, "Model for Planning."

For example: As the Five Year Plan is updated and revised, action items may be transferred because they now come under the functions or mission of another department, require new assumptions, identify additional needs or have performance indicators which point to flaws or new direction. In using the model it may be useful or necessary to start over in the chart at any point and work out the details to move ahead. Fine tuning the plan may also involve adjustments at more than one point in the model.

MANAGEMENT REPORTING SYSTEM

Model for Planning



PROGRESS REPORT
ON THE IMPLEMENTATION OF THE
MINNEAPOLIS PUBLIC SCHOOLS
FIVE YEAR PLAN
THROUGH JUNE 3, 1983

I. Introduction:

The purpose of this report is to describe the reporting system and summarize the current implementation status of the Minneapolis Five Year Plan for the Board of Education and citizens of Minneapolis.

The reporting system requires the submission of information on each of the 121 Action Items found in the Minneapolis Five Year Plan. Reports are submitted three times a year to the Department of Planning, Development and Evaluation by each member of the Superintendent's Cabinet. The reporting format consists of a reporting page(s) for each action item. Each page indicates the Superintendent with primary responsibility for the action item, other Superintendents with secondary responsibility, and the Sense of Direction statement behind the action item. The page(s) also identifies major subtasks, persons responsible, performance indicators or deliverables and comments.

Each Superintendent works with the Department of Planning, Development and Evaluation and within their own division to develop an implementation strategy. This strategy is based on identifying and updating major tasks associated with the accomplishment of each action item. Two additional kinds of information were requested for this report. Superintendents were asked to include budget data as well as an overall recommendation on the status of each item for 1983-84.

In 1982-83, reporting periods ended on December 17, March 4 and June 3. Progress reports were shared with the Board of Education on January 13, May 19 and July 15.

To compile the data for the July 15 report, the major tasks identified on the Superintendent's reporting sheets were again compared with Chart 4, pages 18-23 in the document 1982-83 Ongoing Planning in the Minneapolis Public Schools. Chart 4 is a chronological listing of the major activities associated with the implementation of each of the 121 action items. It is important to remember that because some action items have activities that span several years, the completion of a given activity may not mean the completion of the total action item.

The July 15 report measures progress based on the accomplishments of the activities listed in Chart 4. Each of these activities lead to the ultimate accomplishment of a total action item. Percent completed data is provided in those instances where the total action item is completed or where it is possible to show the amount of completion. The data reported reflects the completion status as of June 3, 1983.

A Catalog of Key Deliverables is included with this report. The catalog lists documents which have been completed in connection with the implementation of specific action items. The documents, i.e., the K-6 Handwriting Objectives, are available through the contact persons listed in the catalog.

II. Findings:

Progress in accomplishing action item activities is summarized from three chronological perspectives:

Progress on activities assigned through Fall, 1982
Progress on activities assigned throughout 1982-83.
Progress on the activities assigned to begin in 1982 and continue through 1987

Progress on Activities Assigned Through Fall, 1982

Thirty two activities associated with action items were scheduled to be accomplished between spring and fall of 1982. As of June 3, twenty five (79%) of these activities have been completed, four (12%) of these are in the process of being completed, and one (3%) is not yet scheduled to begin and two (6%) require revision. The one activity not scheduled to begin relates to the revised timelines described in the 1983-84 Plan Update.

Progress on Activities Assigned to Occur Throughout 1982-83

Fifty four activities were scheduled to be accomplished between fall, 1982 and the end of spring, 1983. As of June 3, 1983, twenty two (41%) of these activities have been completed, twenty (36%) are in the process of being completed, two (4%) are scheduled to begin, eight (15%) require some type of revision and two (4%) are not yet scheduled. The two activities that are not scheduled to begin relate to revised timelines described in the 1983-84 Plan Update.

Progress on Activities Assigned to Begin in 1982 and Continue Through 1987

Fifty eight activities are scheduled to begin and continue through 1987. As of June 3, 1983, fifty five activities (95%) are in progress, one activity (2%) is completed and two activities (3%) are scheduled to begin.

III. Conclusion

In general, this report continues to snow that the major activities associated with the accomplishment of action items are being implemented. The data indicates that more activities have been completed and put in progress than in the previous two reporting periods. It shows several instances where revisions in the original timelines have been made. It shows few instances where activities scheduled to begin have not started, and in these cases the 1983-84 Plan Update shows that the timeline for the entire action item has been revised.

The Departments of Human Resources and Public Relations remain in the process of developing and beginning to initiate their operational plans. While timelines for action items related to these departments have been revised, the report indicates that progress is being made.

Status Code
C - Activity Completed
P - Activity In Progress
S - Activity Scheduled
N - Activity Not Yet Scheduled
R - A Revision in the Original Plan

TIMELINE FOR IMPLEMENTATION/SUMMARY OF PROGRESS

* - Refers to page(s) in the Five Year Plan on which the Action Plan item is described.

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
Spring 1982						
2. Pilot benchmark tests in reading, writing, and math. (pp. 12-16)*	C		C		C	
63. Require job descriptions for all administrative positions. (pp. 104, 108)	P		P		P	
78. Provide staff development for "ALEM" Pilot Project at Seward School. (p. 125)	C		C		C	
80. Close schools. (pp. 130, 137)	C	(See Action Item #87.)	C		C	
86. Assign line authority over principals to Associate Superintendents for Operations. (p. 146)	C		C		C	
87. Determine school sites for retention and disposition. (pp. 146-147)	P	(35% completed.)	P	(Nearing total completion.)	P	(90% Completed)
89. Establish a technology training center/ classroom at ESC. (pp. 149-150)	C		C		C	
95. Begin developing purchasing plan and budget allocations for hardware in technology plan with centralized planning process. (pp. 153-154)	C		C		C	
103. Establish a K-12 Media Processing Center. (p. 158)	C		C		C	
115. Establish controls with enforcement measures over school property. (p. 178)	C		C		C	
116. Declare moratorium on purchase of new equipment. (p. 178)	C		C		C	
Summer 1982						
52. Hire public information staff C and structure new Department of Community Development and Community Relations. (p. 84)	P		P	(50% complete. Original time-lines being reviewed due to recent [4-12-83] identification of public information staff.)	C	(Requirements relating to new department are addressed in action item #66)
65. Organize new Office of Planning, Development and Evaluation. (p. 112)	C		C		C	(The Planning function will be ongoing)
67. Establish a Department of Human Resources. (p. 113)	C	(Director appointed Dec. 14, 1982.)	C		C	
74. Initiate leadership training for principals. (p. 123)	P		P		P	
86. Close Area Offices. (p. 146)	C		C		C	
98. Purchase replacement for central computer. (p. 156)	P		C		C	(Installation, Summer 1983)

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
Fall 1982						
38. Convene Parent Partnership Conference, October 1982. (pp. 77-78)	C		C		C	(See Action item 83-38 in 1983-84 Plan Update)
45. Convene Student Partnership Conference late fall 1982. (p. 80)	C		C		C	(See Action item 83-45 in 1983-84 Plan Update)
47. Combine staff support services for WISE/GISE and CRV. (pp. 80-81)	C		C		C	
51. Recommend a coordinating and communications network for Citizen Advisory Committee/ Building Advisory Councils. (p. 83)	N	(Timeline changed to spring '83. Related to the appointment of P.R. person which is in progress.)	N	(Timeline delayed. P.R. person appointed 4-12-83.)	R	(Timeline changed to Fall, 1983)
54. Develop and implement a Public Information Plan. (pp. 85-86)	N	(Timeline moved to spring '83. Related to the appointment of P.R. person which is in progress.)	N	(Timeline delayed. P.R. person appointed 4-12-83.)	P	
61. Circulate updated Human Relations Guidelines. (pp. 99-100)	C		C		C	
64. Create a Curriculum Coordinating Council. Transfer responsibility for Social Work Services, Psychological Services, and Student Health Services to Department of Special (Education.pp. 109-111)	C		C		C	(see 1983-84 Plan Update for recommendation on the total action item)
70. Establish a task force to make recommendations regarding relationships with the Civil Service Commission. (pp. 116-117)	N	(Related to the position of Human Resources Director appointed Dec. 14, 1982.)	N		M	
71. Designate an Affirmative Action Officer. (p. 117)	P	(Richard Julander designated "acting.")	R	(H.R. Director)	C	
79. Provide cluster-based Support Services to elementary schools. Evaluate cluster concept. (pp. 125-126)	C		C	(Under review.)	C	
107. Develop word processing for administrative support system (including flexibility study). (pp. 160-161)	P	(On schedule.)	R	(Will continue through 1983-84.)	R	(Final report by Fall,1983)
111. Form a citizen advisory committee for budget decision making. (pp. 176-177)	P	(On schedule.)	P	(On schedule.)	C	(Report given to Board 5/83)
112. Prepare a programmatic format for budget proposals. (p. 177)	C		C		C	(Activity made ongoing)
120. Study feasibility of trading in fuel oil futures. (p. 179)	C		C		C	(Activity made ongoing)
121. Recommend changes in existing statutes and regulations regarding leasing of property. (p. 179)	C		C		C	(Activity made ongoing)
1982-1983						
1. Determine objectives for speaking, listening, viewing, literature oral language, Social Studies, Science, Modern Languages, Home Economics, Industrial Arts, Business Education. (pp. 11-12, 28)	P	(On schedule.)	P		P	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
1982-1983, Continued						
6. Pilot reports to parents on credits, grades and attendance of secondary students. (p. 19)	P		R (Report due June 1983.)		R	
9. Develop objectives, learning materials, activity guides and assessment measures for citizenship skills. (pp. 24-25)	P (On schedule.)		P		C	(See action item 83-9 in the 1983-84 Plan Update)
31. Pilot drop-out prevention programs. (pp. 56-60)	P (75% completed.)		P (75% completed.)		P	
39. Develop individual building homework policies. (p. 78)	P (On schedule.)		P (Due date extended to 1983-84.)		P	
63. Reassign functions of Federal Programs (P). Establish report line for MSS to S (C). Assign priority ranking to all non-administrative positions classified as teacher (outside of schools) (P). Monitor MTI management system (C). Revise assignment of Special Education Coordinator (C). (pp. 104, 108)	P (60% completed.)		P (60% completed.)		P	
64. Assign leadership responsibility to Curriculum Generalist for direction of the Department of Curriculum Services (C). Assign responsibility for Guidance and Assessment Services and parts of Health Services pertaining to curriculum to the Department of Curriculum Services. (pp. 109-111)	P		P		P	
68. Initiate appraisal for principals based on annual agreement. Continue SIM Project. Apply appraisal system for MTI administration. Consider other pilot projects for appraisal of certificated staff. (pp. 113-115)	N(Related to the position of Human Resources Director appointed December 14.)		S (1983-84)		S	
January 1983						
10. Develop annual objectives for achieving technological literacy. (pp. 26-27)	C		C		C	
17. Develop recommendations for modifying the junior high school program. (pp. 37-39)	P (Report due February '83.)		C		C	(See 1983-84 Plan Update for recommendations on the total action item)
76. Identify pilot schools for decentralization of staff allocations and other functions. (pp. 124-125)	N (Timeline moved to 1983-84.)		R		R	
88. Appoint cable coordinator (C). Upgrade closed circuit TV capabilities in five buildings (C). (p. 149)	P (50% completed.)		C		C	
89. Establish a separate line item budget for the instructional computer department (C). Staff the instructional computer department (2 full-time aides, 1 full-time clerical) (C). Train computer resource people for each building (C). (pp. 149-150)	P (67% completed.)		C		C	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
January 1983, Continued						
93. Purchase hardware to receive satellite signal. Purchase/develop broadcast materials. (p. 151)	P	(On schedule.)	P		P	
117. Lease warehouse space as needed.	P		C	(Not needed.)	C	
1982-1983						
66. Establish an office of Community Development and Relations (R). Hire a fund raiser. Coordinate program planning with representatives from the private sector (P). Assess the need for a Minneapolis Foundation (P).	P	(On schedule.)	P	(25% revision.)	R	(Part time loaned executive assisting with fund raising, Timeline changed to 1983-84)
96. Raise learning materials budgets by up to $15 per pupil. Raise equipment budgets by $1.50 per pupil. Establish a central budget. (p. 154)	R	(Clarification of responsibilities needed.)	C		C	
99. Add one CRT in the cost accounting section. Acquire a "distributed data processing" minicomputer system for hospitalization applications. (pp. 156-157)	N	(Due dates changed to spring '83. Hospitalization will be done on central computer.)	P		P	
100. Design payroll/personnel applications. (p. 57)	P	(On schedule.)	R	(Due dates moved to 1983-84.)	R	
104. Initiate Media Booking System. (pp. 158-159)	C		C		C	
105. Implement a computer system for food services. (p. 159)	P	(On schedule.)	P		P	(Specifications being developed for bidding)
108. Recommend an integrated system for bus routing and scheduling. (pp. 161-162)	P	(On schedule.)	P		P	
Spring 1983						
4. Report first results of benchmark tests through Student Achievement Data System. (p. 16)	P	(On schedule.)	P	(1982-83 scoring and reporting are done by outside contract.)	P	
7. Develop complete set of intervention strategies for review by Board.	P	(Report due March 17.)	P		P	
14. Prepare recommendations for legislative consideration of full-day kindergarten. (p. 35)	N	(Priority withdrawn - state fiscal crises.)	N		N	
22. Provide description of career development services, 9-12. (pp. 45-46)	P	(On schedule.)	P		P	
29. Provide revised procedures for identifying mildly handicapped students. (pp. 53-55)	P	(On schedule.)	P		P	
30. Provide recommendations for the Board of Education on alternative systems of course selection. (pp. 55-56)	P	(Due date changed to July '83.)	P	(Due date changed to July '83.)	R	(Timeline changed to 1983-84)
62. Report recommendations on reduction of Superintendent's Cabinet. (p. 104)	P	(On schedule.)	P		C	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
Spring 1983, Continued						
64. Report on feasibility of including Media Services in Department of Curriculum Services (R, P). Assign responsibility to Department of Curriculum Services for staffing CWAC (C). Report on feasibility of merging Special Education, Title I, Indian Education, Equal Educaticn Support and Limited English Proficiency Programs in Department of Student Services (R, P). (pp. 109-111)	P	(33% completed. Timelines revised to July 1983 and spring 1984 for remaining tasks.)	P	(33% completed. Timelines revised to July 1983 and spring 1984 for remaining tasks.)	P	
70. Begin active recruitment for certificated minority personnel. (pp. 116-117)	N	(Related to Human Resources Director appointed December 14.)	S		S	
74. Initiate revised principal selection process. (p. 123)	P	(On schedule.)	P	(On schedule.)	P	
84. Structure annual program preference process. (p. 138)	P	(On schedule.)	P		P	
90. Provide personnel recommendations and timeline for technological leadership. (p. 150)	P	(On schedule.)	P		P	
101. Provide policies and procedures regarding data privacy, records management and microfilming for student information data base. (p. 157)	C		C		C	(Activity will be ongoing)
106. Report analysis of proposals for updating Graphic Services and the Printshop. (p. 160)	P	(Due date changed to Sept. '83.)	P	(Due date changed to Sept. '83.)	R	(Due date changed to Sept. 83)
113. Present feasibility study on a maintenance levy referendum. (p. 177)	P	(On schedule.)	P	(On schedule.)	P	(Activity will be ongoing)
114. Provide recommendations for state legislation to apply property sales to capital expenditures. (pp. 177-178)	P	(On schedule.)	P	(On schedule.)	C	(See 1983 Legislative Report)
118. Report recommendations on sharing services and equipment with other agencies. (p. 179)	P	(On schedule.)	P	(On schedule.)	P	(Activity will be ongoing)
Fall 1983						
46. Recommend Board policies regarding Community Support Services. (p. 80)	S		R		R	
119. Report recommendations on purchase of service contracts. (p. 179)	S		S		S	
1983-1984						
1. Develop objectives in Art, Music, Physical Education/Health. (pp. 11-12, 28)	P	(On schedule.)	P		P	
2. Continue development and implementation of benchmark tests. (pp. 12-16)	S		S		S	
4. By spring 1984, include annual reporting of criterion-referenced benchmark tests for reading, writing and math. Report other norm-referenced test data for reading and mathematics. (p. 16)	S		S		S	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
1983-1984, Continued						
6. Implement citywide reporting on credits, grades and attendance for secondary schools. (p. 19)	S		S		S	
7. Phase in the promotion/retention policy. (pp. 19-23)	S		S		S	
41. Distribute a course catalog for each school building. (pp. 78-79)	P	(First catalogs completed ahead of schedule.)	C	(For 1982-83.)	C	
68. Pilot performance appraisal systems for all non-certificated staff classifications. (pp. 113-115)	N	(Related to Human Resources Director appointed Dec. 14, 1982.)	S		S	
70. Establish a task force to review implications of seniority in the tenure law and union contracts. (pp. 116-117)	N	(Related to Human Resources Director appointed Dec. 14, 1982.)	R		R	
1983-1987						
18. Apply 9-12 high school graduation requirements beginning with Class of 1984. (p. 39)	P	(On schedule.)	P		P	
22. Implement Career Development Services, 9-12. (pp. 45-46)	P	(On schedule.)	P		P	
31. Expand drop-out prevention programs, based on evaluation of 1982-1983 pilots. (pp. 56-60)	P	(Evaluation due July '83.)	P	(Evaluation due July '83.)	P	(Report available August, 1983)
1984-1985						
68. Based on evaluation, decide on continuation/expansion of adminstrator/teacher appraisal through the SIM project. (pp. 113-115)	N	(Related to Human Resources Director appointed Dec. 14, 1982.)	S		S	
97. Make student data-based management system totally operational by spring 1985. (pp. 155-156)	S		S		S	
Beginning 1982 and Continuing Through 1987						
2. Continue development and implementation of Benchmark tests. (pp. 12-16)	P		P		P	
8. Make recommendations regarding reducing class size to the Board of Education each spring. (p. 24)	P		P		P	
12. Develop proposals to acquire resources to maintain at least three parenting/early childhood programs each spring. (p. 34)	P	(On schedule.)	P		P	
13. Establish linkages with child care providers. (p. 34)	P	(On schedule.)	P		P	
15. Assure a balanced elementary school curriculum. (pp. 35-37)	P	(On schedule.)	P		P	
16. Expand Latch Key programs. (p. 37)	P	(On schedule.)	P	(On schedule. Expansion not needed at this time.)	P	
19. Ensure full range of guaranteed offerings and additional courses in high school programs. (pp. 39-43)	P	(On schedule.)	P		P	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
Beginning 1982 and Continuing Through 1987, Continued						
20. Locate magnet schools and monitor curriculum development for each magnet. (pp. 43-44)	P	(To be reviewed each spring.)	P	(To be reviewed each spring.)	P	
21. Implement the seventh-period option and monitor its use. (pp. 44-45)	P	(On schedule.)	P	(On schedule.)	P	
23. Expand competency-based post-secondary education. (p. 46)	P	(On schedule.)	P	(42% completed.)	P	
24. Expand community education services for adults. (pp. 46-47)	P	(On schedule.)	P		P	
25. Provide student support services. (pp. 50-51)	P	(On schedule.)	P		P	
26. Continue existing collaborative relationships with community agencies. (pp. 51-52)	P	(On schedule.)	P		P	
27. Build and expand upon existing collaborative efforts with community resources and agencies. (p. 52)	P	(On schedule.)	P		P	
28. Initiate new strategies and techniques for increasing collaboration with community agencies. (pp. 52-53)	P	(On schedule.)	P		P	
29. Develop an integrated system of management for special education and regular classrooms. (pp. 53-55)	P	(Scheduled for January 1983.)	P	(Due June 1983.)	P	
32. Expand programs for the gifted/talented K-12. (pp. 60-64)	P	(Evaluation due June '83.)	P	(Evaluation due June '83.)	P	(1983-84 Gifted/Talented Plan submitted by committee July 20 includes statement on volunteer priorities/procedures.)
33. - 34. Monitor enrollment and interest in educational alternatives through Committee on Alternatives. (pp. 62, 65-68)	P	(On schedule; quarterly enrollment reports sent to Operations.)	P	(On schedule; quarterly enrollment reports sent to Operations.)	P	
35. Enforce citywide discipline policy. (pp. 71-75)	P	(On schedule.)	P	(On schedule.)	P	
36. Encourage active learning through the Curriculum Coordinating Council. (pp. 75-76)	P	(On schedule.)	P		P	
37. Provide tools to assess the climate for learning in each school annually. (p. 76)	P	(On schedule.)	P	(On schedule.)	P	
40. Provide annual program guide to parents/students. (p. 78)	P	(Scheduled for each spring.)	P	(Completed for this year.)	P	
42. Monitor adequacy of teacher/parent conferencing. (p. 79)	P	(Reports to Operations June '83.)	P	(Reports to Operations June '83.)	P	
43. Monitor increase in teacher contacts with parents. (p. 79)	P	(Mid, Tri Semester reports to OP.)	P	(Mid, Tri Semester reports to OP.)	P	
44. Require parent signatures on secondary course registration/report cards. (p. 79)	C	(Principals monitor.)	C	(Principals monitor.)	C	
48. Encourage individual use of community esources. (p. 81)	P	(Principals promote.)	P	(Principals promote.)	P	
49. Maintain a building advisory council representing parents and staff in every school. (pp. 81-82)	P	(Reports to Operations 100% organized.)	P	(Reports to Operations 100% organized.)	P	
50. Encourage use of advisory committees and task forces. (pp. 82-83)	P	(Reports to Superintendent. Five committees in progress.)	P		P	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
Beginning 1982 and Continuing Through 1987, Continued						
53. - 57. Monitor implementation of public information plan which promotes the schools (P), provides information to schools and communities (P), provides information about community education (P), and establishes an internal information system (P). (pp. 84-89)	P	(25% in process. Remainder will begin with the appointment of a Public Relations Person.)	P	(As of 4-12-83.)	P	
58. Develop advisor/advisee systems and provide staff development programs in communications skills. (pp. 89-90)	N	(Human Resources Director appointed December 14.)	S		S	
59. Monitor compliance with Desegregation/Integration Plan regarding student enrollment. (pp. 93-96, 97-98)	P	(On schedule. Reports to Judge Larson.)	P		P	
60. Monitor compliance with Desegregation/Integration Plan regarding minority staffing. (pp. 96, 99)	N	(Human Resources Director.)	P		P	
61. Monitor application of Human Relations Guidelines. (PP. 99-100)	P		P		P	
69. Coordinate and monitor staff development through the Department of Human Resources. (pp. 115-116)	N	(Related to Human Resources Director appointed Dec. 14, 1982.)	P		P	
71. - 72. Develop, implement and monitor the district's Affirmative Action Plan. (pp. 117-122)	P	(R. Julander designated "acting" officer. Human Resources Director appointed Dec. 14.)	P	(Human Resources Director responsible.)	P	
73. Negotiate annual agreement with each building principal and appraise principal performance on the basis of implementation.	P	(Negotiation 100% completed. Monitoring ongoing.)	P	(Monitoring ongoing.)	P	
75. Develop building discipline policy for every school and review annually. Inform school-community of discipline policies. (p. 124)	P	(Due to be completed spring 1983.)	P	(Due to be completed spring 1983.)	P	
77. Monitor building use of staff development time, including use of central resources and creation of building-based programs. (p. 125)	N	(Related to Human Resources Director appointed Dec. 14.)	S		S	
81. - 83. Monitor program assignments to school locations. (pp. 137-144)	P	(Monitoring in progress. Cabinet review spring '83.)	P	(Monitoring in progress.)	P	
85. Assign special education and other programs by May of each year for the following year. (pp. 138, 145)	P	(On schedule.)	P		P	
91. Implement schedule for training all staff for computer literacy. (pp. 150, 152)	P	(On schedule.)	P		P	
92. Provide specialized training in technology for appropriate staff. (pp. 151-152)	P	(On schedule.)	P		P	
93. Monitor principals in use of technology to support instruction. (p. 151)	P	(On schedule.)	P		P	
94. Implement process to provide maintenance service for computer and media equipment. (p. 153)	P	(On schedule.)	P		P	
102. Insure integrated MPS planning through a coordinating committee. (pp. 157-158)	P	(Committee formed but no meetings are scheduled.)	P		P	
109. Implement a continuing program for energy conservation. (p. 162)	P	(On schedule.)	P		P	

Time/Activities	12-17-83 Status	Comments	3-4-83 Status	Comments	6-3-83 Status	Comments
110. Apply the framework for Budget Decision Making to budget proposals, through the Budget Advisory Committee. (pp. 174-176)	P	(Committee will convene January 1983.)	P	(Committee functioning.)	P	(Committee reported to Board, 5/83)
3. Design and implement a student achievement data system.	P	(On schedule.)	P		P	
5. Prepare, implement, evaluate and expand a student achievement data system.	P	(On schedule.)	P	(Pilot sites identified in 1983-84.)	P	(Installation of computer equipment, Summer, 1983)
11. Define objectives in all subject matter areas.	P	(On schedule.)	P		P	

CATALOG OF KEY DELIVERABLES

ACTION PLAN ITEM	KEY DELIVERABLE		CONTACT PERSON
1. Centralizing Curriculum Development	Chart: Major Activities of Curriculum Development Process		
	Objectives -	K-6 Handwriting	Peg O'Shaughnessy
		K-12 Business K-12 Home Ec. (June, 1983)	Dean Rolfs, Joan Wilkosz
		K-6 Reading	Peg O'Shaughnessy
		7-12 Literature	Peg O'Shaughnessy
		Modern Languages (June, 1983)	Lee Lundin
		K-12 Social Studies (June, 1983)	John Bastolich
		K-8 Math	
		Algebra	Ross Taylor
2. Developing "Benchmark Tests"	Benchmark Tests	Testing Schedule Reading 2, 4, 8, 11 Math 2, 4, 8, 11 Writing 3, 5, 7, 9, 11	Sharon Heffelfinger
	Pilot Benchmark Tests		
3. Developing a Student Achievement Data System 4. Reporting by 1984 5. Reporting by 1985 6. Reporting for Secondary Students	- See Action Item #2		
7. Defining Achievement as a Basis for Promotion	Discussion Package #15 "Achievement Standards, Promotional Gates, Curriculum Interventions"		Planning, Development and Evaluation
8. Reducing Class Size	1983-87 Enrollment Projection		August Rivera
11. Defining Objectives in all Subject Matter Areas	See Action Item #2		
14. Pursuing Funding for a Pilot Model of a Full-Day Kindergarten	MPS Legislative Package		Larry Harris

CATALOG OF KEY DELIVERABLES

ACTION PLAN ITEM	KEY DELIVERABLE	CONTACT PERSON
15. Assuring a Balanced Elementary School Curriculum	Elementary Schedules Secondary Class Schedules	Individual Schools Oper. Supt. Office
17. Providing an Appropriate Junior High School Program	Master Schedule - Jr. High Discussion Package #14 "Junior High Programming"	Principals P. D. & E.
20. Locating Magnet Schools	Quarterly enrollment reports	Operations Supt.
21. Offering a Seven-Period Day	Building Master Schedule	Principals
24. Expanding Community Education Services for Adults	Chart "General Adult Education Enrollment"	Paul Boranian
29. Developing an Integrated System of Management for Special Education and Regular Classrooms	See Action Item #1	
31. Implementing Drop-Out Prevention Programs	Table of organization for prevention team Revised Prevention plan	Operations Supt. Elizabeth Whiteman Runs Him
32. Providing Programs for the Gifted/Talented	Master list - building by building of programs offered	Principals/ Mary Oberg
33. Providing Alternative Programs	See Action Item #20	
38. Increasing Parent Involvement	Participants Packets Conference Summary and Compilation/Summary and Recommendations	JoAnn Heryla JoAnn Heryla
40. Providing Information on Educational Programs	K-12 Program Guide Program Brochures	Peg O'Shaughnessy

CATALOG OF KEY DELIVERABLES

ACTION PLAN ITEM	KEY DELIVERABLE	CONTACT PERSON
41. Distributing a Course Catalog	Course Catalogs	Secondary Bldg. Principals
45. Increasing Student Involvement	Conference Materials Conference Summary Recommendations	Rufus Webster Chris Skjervold
47. Recruiting & Training Community Volunteers	Recruitment Brochure	Peg O'Shaughnessy Robyn Cousin
59. Meeting Requirements Regarding Minority Percentage of Student Enrollment	Sight Count of 1982-83 enrollment Semi-Annual Report to Judge Larson Parent/Student program selection Information distributed to parents	August Rivera John O'Donnell/ Rufus Webster Bill Phillips/ George Haakenson/ Ken Northwick
61. Updating Human Relations Guidelines	Statement on Equity and Excellence	Rufus Webster
64. Reorganizing Curriculum & Student Services	Minutes, charge, curriculum coordinating council	Peg O'Shaughnessy
65. Continuing Planning	Periodic Reports on Progress in Implementation Think Tank with Planning Council Summary Town Hall Summary	Richard Green/P.D.E. P.D.E. P.D.E.
84. Maintaining a Parent/Student Selection Process	Timeline of Program Selection	Bill Phillips
110. Applying a "Framework for Budget Decision-Making" 111. Forming a Citizen Advisory Committee	Roster of Names Charge to Committee Meeting Dates Final Report	Richard Julander

CATALOG OF KEY DELIVERABLES

ACTION PLAN ITEM	KEY DELIVERABLE	CONTACT PERSON
112. Using the Program Format for the Budget	Budget Materials	Richard Julander
115. Assuring Control over School Property	Report "Recommendations for Improving Equipment Management"	Marvin Tenhoff

Progress Report on the 1982-83
Evaluation Activities Related to the Five Year Plan

Evaluation activities related to the Five Year Plan have occured in three major area: (a) implementation of action plan items, (b) priority evaluation questions, and (c) other evaluation questions.

Implementation of Action Plan Items

Information about the activities that have been planned to address the action plan items and the extent to which these activities have actually been implemented were reported in a previous section. This implementation evaluation data forms the base of the Five Year Plan evaluation effort.

Priority Evaluation Questions

District administrators with input from the public and Board of Education identified several priority evaluation needs at the beginning of the school year. These information needs, stated as evaluation questions, are currently being addressed by the Planning, Development and Evaluation Department and other district staff members. A summary of the current status of the evaluation activities associated with each evaluation question follows:

1. How "good" are the curriculum objectives? Do they emphasize the basic school and life skills? Are they realistic? Do they deal with the total comprehensive population?

   . The process that has been used in each curriculum area to identify and define its objectives will be documented; format, participation, review procedures. A set of criteria will be established to judge the quality of the objectives; clarity, measureability, comprehensiveness, appropriateness, . . (completion data, October, 1983).

2. What effect do centralized curriculum objectives have on learning? Do they affect teacher behavior? Does student achievement improve?

   . Evaluation efforts in this area will concentrate on determining the impact of centralized objectives on teacher behavior. A survey to all staff members in April, 1983 asked them to indicate their awareness of centralized objectives and the extent to which the objectives have changed their instructional practices. (Report available August, 1983). Additional data will be collected during the 1983-84 school year in all subject areas. It is impossible to separate the effects of centralized objectives on student learning and achievement from other factors.

3. What effect does benchmark testing have on the improvement of curriculum and student achievement?

   . It will be difficult to determine the effect of benchmark tests on curriculum and achievement. During the 1983-84 school year, information will be collected from teachers regarding their use of the benchmark test results and the impact that the benchmark tests have on their instructional practices.

4. How successful are the intervention strategies that were implemented to improve student achievement?

- Evaluations are being completed for all 29 locally supported intervention programs. A final report completed by August 15, 1983, will include a description of all programs and measures of student achievment.

- Evaluations of the Core City Student Support Programs also will be available by August, 1983.

5. What impact did the drop out prevention program have on student attendance, achievement, achievement related behaviors, and social skills?

   - Evaluation information is being collected by staff of the Prevention/ Intervention Program. A report on the first year of this program will be available in August, 1983.

6. How well did the Citywide Discipline Policy work? Was it enforced uniformly? Was it compatible with building policies? Did it affect student behavior, including the drop out rate?

   - The Information Services Center annually reports data on the number of discipline incidents and their disposition. The collection documents for 1982-83 have been revised to reflect the new discipline. The staff survey completed in April, 1983 includes items on staff perceptions of the discipline policy.

7. How are the public school perceived by the Minneapolis community? Has the implementation of the communication activites improved those perceptions?

   - A random sample of all parents of Minneapolis Public School students will be surveyed in May, 1983 to determine parent perceptions of the school system, various aspects of the Five Year Plan, and their child's school experience. A report will be available in August, 1983. Individual Building Advisory Committees have conducted parent surveys and will provide reports.

8. Was "The Mission for Equity and Excellence" applied? Are multi-ethnic learning materials and activities being used? Does the climate for learning meet the mission conditions? Is there equitable access and participation of students in academic and cocurricular activities?

   - A district wide staff survey was completed in April, 1983 that measures perceptions of the climate for learning and other characteristics mentioned in the "equity and excellence" statement, including use of multi-ethnic materials and activities to promote integration. A report will be available in Fall, 1983.

   - The Student Opinion Questionnaire, which includes many items related to school climate, will be given to all seventh grade students in April, 1983. A report will be available in Fall, 1983.

   - The impact of the North/Edison transfer program on academic achievement will be studied.

9. Has the centralization of curriculum been helpful? Has the Curriculum Coordinating Council served to legitimize issues? Has curriculum service to buildings improved?

The Curriculum Coordinating Council has met during 1982-83 and will continue to meet during 1983-84. The issues raised in this evaluation question need to be re-examined during the coming year.

10. Are the performance appraisal systems efficient? . . . Compatible? . . . Useful? . . . Trusted?

. Action items related to this evaluation question have been revised and deferred into the future.

Other Evaluation Questions

Several other evaluation needs that are related to aspects of the Five Year Plan have been identified by district administrators and program staff. Evaluation activities have occurred in the following programs:

. Seward Project - merging of regular and support/compensatory instructional services.

. Summatech - student opinions, student outcomes.

. Block grant - impact of truancy workers.

. Minneapolis Public Schools truancy procedures - implementation and value of truancy process.

. Lincoln Fundamentals - parent, staff, student opinions. (See Appendix)

. Andersen Open - parent opinions. (See Appendix)

. Gifted-Talented - evaluation planning by advisory committee.

. Reporting to Parents - needs assessment related to reporting to parents.

PLANNING FOR 1983-84

The Minneapolis Five Year Plan contained 121 action items when it was approved by the Board of Education on April 20, 1982. The original items are in some cases very simply implemented with a one time activity. In other cases the process is complex and involves the implementation of many activities scheduled to occur throughout the five year period.

To prepare for the coming year, it was necessary to assess the status of each action item. Some were completed and required no further expenditure of human or capital resource. Others were not complete and existed in a variety of implementation stages. Finally, there were those items which required some kind of revision.

In addition to the original action items, the need for new action items also had to be considered. The planning process requires that each year one or two new planning topics be studied and reported to the Board of Education. These topics may ultimately result in new action items being added to the plan. New action items may also be needed to set new direction or follow up on completed items.

ACTION ITEMS COMPLETED IN 1982-83

Action Item #9, "Defining Citizenship Skills":
This action item calls for the development of objectives, activities and a citizenship code for Citizenship Education. The item is complete. A new item is being added for 1983-84 which specifies the implementation plan.

Action Item #38, "Increasing Parent Involvement":
The Parent Partnership Conference required in this item took place on November 6, 1982. A new item on this topic is being added for 1983-84 which addresses the ongoing nature of this issue.

Action Item #45, "Increasing Student Involvement":
The Student Partnership Conference took place on October 18, 1982. Since January a citywide student council is in place. Although the requirements of this item have been fulfilled, a new item on this topic is being added for 1983-84 to address the ongoing nature of this topic.

Action Item #47, "Recruiting an Training Community Volunteers":
The Department is organizing and functioning. This item has been completed.

Action Item #52, "Hiring Public Information Staff":
The Public Relations position has been filled. The remaining requirements of this item are address in Action Item #66, "Coordinating Community Relations and Community Development," which has been revised for 1983-84.

Action Item #80, "Closing Schools":
The eighteen schools were closed in the Spring of 1982. The specifics of site disposition are covered in Action Item #87, "Determining School Site Re-use."

Action Item #86, "Closing Administrative Space":
The area offices were closed in the Spring of 1982 and the number of Superintendents reduced by one. This item is complete.

Action Item #96, "Increasing Per Pupil Budgets":
The operations office increased the equipment and learning materials budgets during 1982-83. The item is complete.

Action Item #117, "Leasing Warehouse Space":
This item was not necessary after the school closings and therefore is considered complete.

1982-83 ACTION ITEMS REQUIRING REVISION

Twenty-six revisions falling into four categories are proposed for 1982-83.

I. Revision Category #1 - Combining action items of similar intent.

Action items belonging in this group are:

A. #1 (Centralizing Curriculum Development) and #11 (Defining Objectives in all Subject Matter Areas): Both have been combined into one item "Centralizing Curriculum Development."

B. #3 (Developing a Student Data Achievement System), #4 (Reporting by 1984), #5 (Reporting by 1985), #6 (Reporting for Secondary Students) and #97 (Implementing a Student Data Achievement System): The revised item will be called "Developing and Implementing a Student Data Achievement System."

C. #60 (Guaranteeing Minority Staffing), #70 (Recruiting Minority Personnel) and #72 (Assuring Affirmative Action): The revised item will be called "Guaranteeing Minority Staffing and Assuring Affirmative Action."

D. #67 (Expanding Personnel Functions in a Department of Human Resources) and #71 (Designating an Affirmative Action Officer): The revised item would be called "Expanding Personnel Functions in a Department of Human Resources." It would read.

Establish a Department of Human Resources effective 1982-83, reporting to the Deputy Superintendent. The department's functions will include those of the present Personnel Office and Teacher Center plus coordination of performance appraisal, coordination of staff development, minority recruitment, affirmative action and development of a five year personnel plan.

The Department of Human Resources will be responsible for developing and revising annually a five year personnel plan which will include projections of staffing needs and surpluses. These projections will be useful in helping determine the number of job openings which will

assist the campaign for recruiting minority personnel. Responsibilities for performance appraisal and coordination of staff development are also described in the Action Plan Items which follow.

Other identified personnel needs to be accommodated within the new department might include an employee assistance program to provide counseling for individual needs (e.g., career and personal guidance), in-service for managers to be more proficient in counseling employees in career development, and an in-service program to familiarize all new employees with the organization.

This Department is also the Office of Affirmative Action and as such is responsible for the following duties:

1. Conduct a Work Force Analysis.

2. Determine underutilization.

3. Conduct an analysis of impediments to goal achievement.

4. Make an annual report with recommendations to the Superintendent's Cabinet on the effectiveness/success of the Affirmative Action Plan.

5. Receive, investigate, attempt resolution and make recommendations on complaints filed under the complaint procedure in the Affirmative Action Program.

6. Maintain records of complaints processed.

7. Disseminate information to staff on employment discrimination legislation, district's grievance procedure and affirmative action program.

8. Consult with department administrators as is appropriate.

9. Conduct EEO/AA training for school principals and department heads.

10. Assure compliance with the Affirmative Action Program.

E. #69 (Coordinating Staff Development) and #58 (Encouraging Interpersonal Skill Training): The revised item will be called "Coordinating Staff Development and Encouraging Interpersonal Skill Training."

II. Revision Category #2 - Changing Original Timelines.

Action items belonging in this group are:

A. Action Item #14, Pursuing Funding for a Pilot of a Full Day Kindergarten: Due to the state financial situation this item was withdrawn as a priority in 1982-83. The timeline for this item is being extended to 1983-84.

B. Action Item #17, Providing an Appropriate Junior High Program: To allow further study of the recommendations found in Discussion Package #14, "Junior High Programming in the Minneapolis Public Schools," the timeline for this item will be changed to 1983-84.

C. Action Item #21, Offering a Seven Period Day: To allow further study of the use of the Seven Period Day in the junior high, the timeline for this item will be changed to 1983-84.

D. Action Item #30, Actively Counsel Students in Secondary Course Selection: The due date for recommendations on Secondary Course Selection will be extended to 1983-84 to allow further study on this issue.

E. Action Item #46, Setting Guidelines for Community Support Services: This item relates to the results of the Community Partnership Conference which was held on February 14, 1983. These plans are emerging and will ultimately have an impact on any guidelines developed in the district. This timeline will be changed to 1983-84.

F. Action Item #51, Initiating a Coordinating and Communicating Network: The Public Relations Position was filled on April 12, 1983. Since this item relates to the development of more effective internal and external communications system, the timeline for this item will be changed to Fall, 1983.

G. Action Item #64, Reorganizing Curriculum and Student Services: The timeline for decisions on further reorganization, i.e. merging Title I, Special Education and Indian Education, and merging Media and Curriculum Services will be moved to July, 1984.

H. Action Item #66, Coordinating Community Relations and Community Development: The Public Relations position was filled on April 12, 1983. A loaned executive will be working in the district as a fund raiser. The need for a Minneapolis Foundation remains under review. The timeline for a recommendation on the Minneapolis Foundation will be changed to during the 1983-84 school year.

I. Action Item #106, Updating Graphic Services: The action taken on this item is related to the results of the Word Processing Study conduted in 1982-83. The timeline for this item will be changed to 1983-84.

J. Action Item #107, Developing Word Processing: The results of the Word Processing Study available in May, 1983 are being studied. The timeline for this item will be changed to 1983-84.

K. Action Item #101, Continuing Development of Student Information, Action Item #103, Establishing a Media Processing Center, Action Item #112, Using a Program Format for the Budget, #113, Considering a Maintenance Levy Referendum, #114, Applying Property Sales to Capital Expenditures, #118, Sharing Service and Equipment

with other Agencies, #120, Assessing Fuel Oil Futures and Action Plan Item #121, Leasing of Property, Action Item #65, Continued Planning: These items were all completed this past year, but their timelines will be changed from 1982-83 to Ongoing throughout the Five Year Period due to the nature of the objectives involved.

III. Revision Category #3 - Revision the Assignment of Responsibility

Action Item #36, Promoting Active Learning: Since the curriculum guides address active learning, the emphasis now needs to shift to the implementation of active learning at each school site. The primary responsibility for this item will shift from Education Support Services to Operations. Education Support Services will have secondary responsibility.

IV. Revision Category #4 - Revising the Original Action Item Strategy.

Action Items belonging in this category are:

A. Action Item #44, Returning Report Cards: To allow further review of the success of requiring all secondary students to return signed copies of course requisition and report cards and parent pick up of report cards, the timelines for this item will be changed to 1983-84.

B. Action Item #102, Integrating Management Information System Planning: Rather than meeting regularly as a system wide Advisory Committee, subgroups representing the individual information systems, will meet "as needed" on specific issues.

PROPOSED NEW ACTION ITEMS FOR 1983-84

The following three action items will be new (1983-84) additions to the Minneapolis Five Year Plan:

Action Item #83-9, "Developing Citizenship Skills":
Provide in-service based on the objectives, activities/resource guides and learning materials that were developed in 1982-83 in the area of citizenship education. Begin to establish citywide standards for the citizenship grade.

Citizenship education has three parts. In sequence, they move the student from behavior controlled by the teacher to behavior controlled by the student.

Part 1. Student deportment in the school.
Part 2. Knowledge and understanding of the principles on which our nation was founded and the way the government functions.
Part 3. Respect for diversity and concern for the rights of others.

Student deportment in school includes characteristics such as the following:

. Arrive on time.
. Coming to class with appropriate supplies and materials.
. Completing the assignments on time.
. Respecting the rights and opinions of others.
. Contributing to the good of the class and the school.

Knowledge and understanding of the principles on which the U.S. was founded and the way government functions include learning about the Constitution, the Bill of Rights, and other elements of our democratic heritage.

Respect for diversity and concern for the rights of others includes knowledge about the contributions to our culture made by persons of various ethnic backgrounds and of both sexes and includes a commitment to strengthen equal opportunity for all.

Where is citizenship education taught? Part 1 is encouraged by every classroom teacher. Part 2 is taught in social studies classes, especially those in U.S. history and government. Part 3 is inter-disciplinary and is taught in English, social studies, science, music and art classes, among others.

How is citizenship education evaluated? Part 1 achievement is now evaluated subjectively by classroom teachers through the citizenship grade on the progress report form. Citywide standards must be made clear. Part 2 is presently evaluated throughout social studies classes. A citywide test for knowledge of content in American history and government needs to be developed. Part 3 achievement is now evaluated subjectively by the school staff. There are some paper and pencil tests currently in use in some of the buildings, and various student activities which are applicable. Again, citywide guidance is needed to foster and assess learning through a sequence of educational activities.

Action Item 83-38, "Developing Parent Involvement":
The concept of increased parent/school partnership is an integral part of the Minneapolis Five Year Plan. Although the Parent Partnership Conference held in November, 1982 was significant as one of the initial steps in an overall plan for improving parent/school partnerships, further steps are needed. Parents have indicated their desire to feel welcome in the school and to function as a significant part of their child's learning program. The Minneapolis Public Schools sees the parent as the child's first and most significant instructor. The parent school partnership is therefore an essential element of the student achievement plan. With this commitment in mind the following steps will be taken to continue to build strong parent partnerships in the Minneapolis district:

1. Schedule two to three annual Parent Partnership Conferences, in the spring and in the fall. Locate each conference in a different part of the city. The focus of these conferences should be on strengthening the one to one relationships between parents/students and the school. Topics might include homework, expectations, standards, discipline, parenting, conferring and reporting progress and strategies to use in making program choice.

2. Schedule follow-up conferences at the local building level. The focus of these sessions should be on strengthening one-to-one relationships between parents and students and strengthening parent participation at the local building level through the Building Advisory Council. Individual schools may wish to combine with other schools for these local conferences. Report the results of these conferences to the Operations Division.

3. Review the results of the citywide and local parent conferences in citywide principals' meetings as an aid to implementing existing action items especially those relating to Parent/Student/Citizen Involvement and Communication.

4. Present the summarized results of citywide and local parent conference sessions to the Board of Education. Develop recommendations for revisions and additional action items based on the data.

5. Coordinate the implementation plans for action items relating to Citizen Involvement and Communications in the Minneapolis Five Year Plan. Prioritize Action Item #51 Initiating a Coordinating and Communicating Network. Develop an implementation plan for this item by late October, 1983.

Action Item #83-45, "Maintaining Student Involvement":
The Minneapolis Five Year Plan has placed emphasis on identifying strategies for increasing student involvement in school affairs. In October, 1982, a Student Partnership Conference was held to explore the issue. As a result of that conference, the process for developing and maintaining student involvement will be as follows:

1. Maintain a representative student advisory organization at each secondary school or for each secondary level within a school. The purpose of this organization is to promote student/student, student/staff interaction, develop a broader student activity base, provide a vehicle for students input into their education experience.

2. Schedule an annual Fall Student Partnership Conference to address student participation in school affairs. It should involve student representatives from each secondary school/level school advisory organization, and be convened by the Superintendent.

3. Maintain two representative citywide student advisory organizations, one for junior high 7-8 and one for senior high 9-12, which meet on a regularly scheduled basis. The citywide councils will function as vehicles for identifying the common/unified wishes of students and communicating them to the Board of Education. They will also provide an opportunity for interschool idea exchange and program comparison, and a mechanism for nurturing and improving each building student council.

4. The Citywide Student Council is very interested in having Board members represented at their monthly meetings. The Board of Education will therefore be invited to each meeting of the Citywide Senior High Student Council. Board members may choose to rotate attendance or assign one Board member to attend each monthly meeting.

5. The Citywide Senior High Student Council will at the beginning of each year invite all members of the Board of Education to attend a joint meeting of the Citywide Senior High Student Council and Board of Education. This meeting will function as a forum for dialogue between students and the Board of Education on student concerns and will be a part of the Board process. During the fall of 1983, discussion will take place on the feaseability of seating one member of the Citywide Senior High Student Council as a participating but non-voting member of the Board of Education.

6. Minutes of each meeting of the Board of Education will be sent to each member of the Citywide Senior High Student Council and to each local Student Council Advisor.

7. Minutes of each meeting of the Citywide Senior High Student Council will be sent to every Board member following the meetings.

PROCESS FOR EVALUATION

1983-84

Evaluation of the Five Year Plan during 1983-84 will continue to be an important component of the planning process. Three major evaluation activities will provide program managers and staff with information that will help them (a) to judge the extent to which their program objectives were achieved, and (b) to make changes in their program activities.

Implementation of Action Plan Items. All 1983-84 action plan items will be monitored to determine the extent to which the activities associated with each action plan item were actually implemented. The system initiated in 1982-83 to monitor and report progress will be continued. Superintendents will be responsible for maintaining the reporting system, with assistance from the Planning, Development and Evaluation Department. Key deliverables - indicators of successful implementation - will be identified.

Priority Evaluation Needs. Before the beginning of the 1983-84 school year, evaluation topics and priorities will be solicited by staff and community and reviewed by the Board of Education. District administrators will identify top priority evaluation needs. These needs will be related to both outcome objectives and process objectives. Outcome evaluation needs will relate to the expected changes in the behaviors of students, staff, and parents. Process evaluation needs will relate to the identification of strengths and limitations of the activities associated with the plan's action items. Some examples of possible evaluation needs, stated as evaluation questions, follow:

- Has teacher behavior been affected by centralized objectives and benchmark testing?
- Have students shown improved citizenship skills?
- Have parents become more involved in the instructional process?
- How do staff members view the usefulness of the student data based management system?
- What opinions do students have about student involvement opportunities?

It is understood that evaluation priorities may change during the year. Therefore, evaluation priorities will be reviewed periodically during 1983-84.

Other Evaluation Needs. Other evaluation needs related to the Five Year Plan, which are not given top priority status will also be identified by district administrators and program staff throughout the school year. These evaluation needs will be addressed as evaluation resources are available.

Individual Evaluation Efforts. Staff members of the Minneapolis Public Schools, in the pursuit of advanced degrees, often select questions for study which are of interest to the district or can be pursued without disruption of the learning process. Such efforts will be built into the ongoing evaluation process when appropriate or assisted or resources allow.

PLANNING FOR THE FUTURE - BEYOND 1987

The document, Ongoing Planning in the Minneapolis Public Schools 1982-83 states:

> "The Five Year Plan is a conservative plan. It scales down the system, tightens up report lines, and focuses on accountability for accomplishing the mission of the public schools . . . . . student learning achievement. The plan does not address education issues extending into the 21st century although current students will be facing adulthood in the next century."

To address the issue of futures planning, two events were scheduled in 1982-83. In October, the Superintendent's Planning Council participated in a "think tank" session with persons from the Greater Minneapolis Community having expertise in the areas of population trends, economics and educational futures. The theme of this session was "Societal Trends and their Impact upon Educational Futures." On December 7, a Town Hall on the same topic was held at Anthony Junior High. Participants were told that society is in the process of moving from the industrial to the information age, where technological advances will greatly accelerate the information flow. The ability to adapt to change will become an increasingly important survival skill and both individuals and nations will become more interdependent.

To adapt to the speed of change and the increasing amount of available information, individuals will need to acquire process skills. Skilled workers are likely to be in greater demand by business and industry. The definition of "skilled" however, will evolve and change to meet the differing needs of the information age.

Several questions were raised by individuals as they participated in these sessions. These questions may point to some of the issues which will need to be considered as we begin to plan for the future of the Minneapolis District.

- Will global education be introduced into every course subject and grade?
- What are the costs related to the use of technology as an instructional tool?
- What skills or knowledge will teachers need for the information age?
- What will be the future role of the classroom teacher?
- How do you blend content and process instruction?
- What skills will administrators need to deal with change on a proactive rather than a reactive basis?
  - What implication does this have for training and selection of future administrators?
- How can change be used as a positive force?

As long-range planning progresses, futures discussions will continue to take place. The results of these discussions will need to be reviewed and weighed annually to determine their ultimate impact on achieving the district's mission.

PLANNING TOPICS
1983-84

The development of the Five Year Plan was based on "Discussion Packages" each of which studied a major aspect of the district's mission, structure, or resources. The Board of Education has committed itself to ongoing planning, a process which is being refined as the Implementation and Monitoring Cycle of the plan progresses. Ongoing planning will require that the Superintendent's Planning Council, the Cabinet, the Board of Education and the public look simultaneously at the future, the present and the past.

A number of activities will be scheduled in 1983-84 and successive years which may be described in the following overlapping categories.

1. Futures Studies
2. Discussion Packages
3. Internal Management Studies
4. Progress Reviews
5. Evaluation Studies

Futures Studies:
In 1982-83 a Think Tank session of the Planning Council on the Social and Economic Trends of the City and Region into the 1990s and beyond was held. This led to a Town Hall on Futures. Studies of this kind are primarily to look beyond any five year span of time to gauge the long-range directions of society including education.

Discussion Packages:
Fifteen discussion packages have been developed since January 1981. The first thirteen led to adoption of Sense of Direction Statements and Action Items which will be accomplished with varying timelines during the period 1982-1986. Each of these discussion packages considered broad issues important to the mission of the district. From time to time, discussion packages will again be identified around major issues. These will provide intermediate range direction and may be particularly useful as the district approaches the end of the original five year span.

Internal Management Studies:
The plan adopted in 1982 called for individual department five year plans, a program budget and a management reporting system. These topics and others will be addressed as questions requiring study by teams of district managers.

Progress Reviews:
The two studies developed in 1982-83 followed the format of formal discussion packages. However, they took their direction from existing Senses of Direction and several action items. Progress reviews from time to time will provide in-depth analysis of the implementation of the plan, seek direction from the Board of Education, or solicit reaction from the public. This type of report will be particularly useful for action items whose total accomplishment is scheduled over a period of years.

Evaluation Studies and Reports:
By fall 1983 formal evaluation reports addressing priorities associated with the Five Year Plan will begin to be reported. Task forces or committees may be appointed to review the literature, weigh other research and make recommendations based on local evaluation findings.

This explanation of types of studies and reports will be used in preparing the charges to committees, suggesting their composition and in anticipating results. The recommendations from any of these activities may result in the identification of new action items or the modification of exisiting ones. The categories are not designed to be exclusive. For example, early 1984 will be approximately half way between the adoption of the original planning assumptions and the completion date of the original Five Year Plan and all of its action items. It may be necessary for purposes of Internal Management as well or Reviewing Progress to review the original planning assumptions.

Based on the input of the Board of Education, Cabinet and Community, top priority will be given to the asterisked items. The remaining topics will be referred to the appropriate departments and divisions within the district for determination of follow up.

*1. Examine further the instructional uses of technology. Review the concept of technological literacy, as found in the Five Year Plan. Reassess the relationship of technological literacy to staff, administration, families, business and community. Consider long-term expenditures of time, capital expense and human energy related to the use of technology as an instructional tool.

In discussing the importance of the relationship between budget and planning, Ongoing Planning 1982-83 specifies the development of departmental five year plans and the development of a management reporting system. The following three topics relate to this discussion.

2. Devise a process and format for the development of departmental five year plans.

3. Examine the planning process and the relationship between departmental and total district planning.

*4. Refine the relationship between budget and planning.

5. Examine on a long-range basis the educational and career choices of students according to the kinds of educational program(s) in which they have been involved.

*6. Examine on a long-range basis the educational careers of students who were allowed early admittance into the school program. Review achievement, career choice, and social adjustment.

*7. Examine the original planning assumptions approved by the Board of Education in 1981 based on new information related to implementation, futures discussions, changing needs, results of formal evaluation, and new legislation.

8. Examine the concept of regional growth as it relates to interschool district planning.

9. Further examine the emerging role of partnerships as a positive force in quality education, review the kinds of partnerships recommended in the Five Year Plan, and develop strategies for strengthening them and better utilizing them to support the educational priorities of the Minneapolis district.

*10. Examine educational standards as they relate to required courses, grading criteria and teacher/parent expectations. Consider the use of a Student Opinion Survey to determine the feelings of present and former students on standards. Review the effect of state requirements on this topic.

11. Review Secondary and Post Secondary programs in Vocational Education. Focus on questions such as:

- Is the present program educationally relevant to the needs of students in the 80s?
- What will the educational needs of students be in 1990 and beyond?
- How will Secondary and Post Secondary programs in Vocational Education need to be modified to meet these needs?
- What programmatic modifications have been or are in the process of being made?

12. Review the role of research in educational planning. Focus on questions such as:

- What is the current extent of the use of research in Minneapolis Public School Planning?
- To what extent is research used in other school districts (as a planning tool)?
- What role is appropriately played by research in educational planning?
- What successful models are being employed to incorporate research into educational planning?

13. Examine on a long-range basis the level of student achievement according to the kind(s) of educational program(s) in which students have been involved.

*14. Examine further parent involvement and how it may be increased. Focus specifically on the involvement of parents at the level of the local school and between parents and the Board of Education.

15. Examine the concept of Staff Development. Review and prioritize the staff development needs listed within the Minneapolis Five Year Plan considering factors relating to cost-effectiveness, coordination and centralized planning.

MASTER CHART

RECOMMENDATIONS, COMPLETIONS, REVISIONS AND ADDITIONS BY

NUMERIC ORDER OF ACTION PLAN ITEMS

Assignment of Responsibility:
S - Superintendent; DS - Deputy Superintendent; ESS - Educational Support Services
MSS - Mangement Support Services; O - Operations.

* - Refers to page(s) in the Five Year Plan on which the Action Plan Item is described.

SECTION 1. EDUCATIONAL PROGRAM

Action Plan Item		Who?	Recommendation
A.	Guaranteeing Basic School and Life Skills		
82-1	Centralizing Curriculum Development (pp. 11-12, 28)*	ESS	Revise this action item, see 82-1-R.
82-1-R	Centralizing Curriculum Development (pp. 11-12, 28)	ESS	Continue to implement as scheduled. (82-11 included in 82-1.)
a.	Defining objectives in all subject matter areas (pp. 27-33)		
82-2	Developing "Benchmark Tests" (pp. 12-16)	ESS	Continue to implement as scheduled.
82-3	Developing a Student Achievement Data System (p. 16)	MSS	Revise this action item.
4	Reporting by 1984 (p. 16)		Revise this action item.
5	Reporting by 1985 (pp. 17-18)		Revise this action item.
6	Reporting for Secondary Students (p. 19)		Revise this action item.
82-3-R	Developing and Implementing a Student Achievement Data System (p. 16)		
a.	Reporting by 1984 (p. 16)	MSS	Continue to implement as scheduled. (82-3, 4, 5, 6 and 97 combined to make 82-3-R.)
b.	Reporting by 1985 (pp. 17-18)		
c.	Reporting for Secondary Students (p. 19)		
d.	Implementing a Student Achievement Data System (pp. 155-156)		

Action Plan Item		Who?	Recommendation
82 7	Defining Achievement as the Basis for Promotion (pp. 19-23)	ESS	Continue to implement as scheduled.
82 8	Reducing Class Size (p. 24)	DS	Continue to implement as scheduled.
82 9	Defining Citizenship Skills (pp. 24-25)	ESS	Drop 82-9 because it is completed, see 83-9.
83 9	Developing Citizenship Skills	ESS	The staff of ESS (Department of Social Studies) will work with the staff of DS (Department of Human Resources) to provide a coordinated in-service plan on the citizenship skill objectives to teachers and principals. ESS working with O will establish citywide standards for the citizenship grade.
82 10	Achieving Technological Literacy (pp. 26-27)	ESS	Continue to implement as scheduled. Suggest further discussion of the technological priorities within the plan.
82 11	Defining Objectives in all Subject Matter Areas (pp. 27-33)	ESS	Drop as a separate item and combine with 82-1-R.
B.	Programs to Meet Developmental Needs		
82 12	Providing Early Childhood and Family Education Programs (p. 34)	DS	Continue to implement as scheduled.
82 13	Developing Linkages with Child Care Providers (p. 34)	DS	Continue to implement as scheduled.
82 14	Pursuing Funding for a Pilot Model of a Full-Day Kindergarten (p. 35)	S	Revise this action item, see 82-14-R.
82 14-R	Pursuing Funding for a Pilot Model of a Full-Day Kindergarten (p. 35)	S	Change date to 1983-84 and repeat in its original form.
82 15	Assuring a Balanced Elementary School Curriculum (pp. 35-37)	O	Continue to implement as scheduled.
82 16	Expanding Latch Key Programs (p. 37)	DS	Continue to implement as scheduled.
82 17	Providing an Appropriate Junior High School Program (pp. 37-39)	O	Action item partially completed see revision 82-17-R.

Action Plan Item		Who?	Recommendation
82 17-R	Providing an Appropriate Junior High School Program (pp. 37-39)	O	Change date to 1983-84 and continue to implement as scheduled.
82 18	Defining High School Graduation Requirements (p. 39)	O	Continue to implement as scheduled.
82 19	Providing a Comprehensive High School Program (pp. 39-43)	O	Continue to implement as scheduled.
82 20	Locating Magnet Schools (pp. 43-44)	O	Continue to implement as scheduled.
82 21	Offering a Seven-Period Day (pp. 44-45)	O	Revise the action item, see 82-21-R.
82 21-R	Offering a Seven-Period Day (pp. 44-45)	O	Add . . . "continue to review 7th period option in junior high in 1983-84." Continue to implement as scheduled.
82 22	Providing Career Development Services (pp. 45-46)	DS	Continue to implement as scheduled.
82 23	Expanding Competency-Based Post-Secondary Education (p. 46)	DS	Continue to implement as scheduled.
82 24	Expanding Community Education Services for Adults (pp. 46-47)	DS	Continue to implement as scheduled.
C. Programs to Fit Individual Needs and Values			
82 25	Providing Student Support Services (pp. 50-51)	DS	Continue to implement as scheduled.
82 26	Continuing Existing Collaboration With Community Agencies (pp. 51-52)		
82 27	Expanding Collaboration With Community Agencies (p. 52)		
82 28	Initiating New Strategies for Increasing Collaboration With Community Agencies (pp. 52-53)		
82 29	Developing an Integrated System of Management for Special Education and Regular Classrooms (pp. 53-55)	ESS	Continue to implement as scheduled.

Action Plan Item		Who?	Recommendation
82 30	Actively Counsel Students in Secondary Course Selection (pp. 55-56)	O	Revise action item see 82-30-R.
82 30-R	Actively Counsel Students in Secondary Course Selection (pp. 55-56)	O	Change due date for recommendations to 1983-84. Continue to implement as scheduled.
82 31	Implementing Drop-Out Prevention Programs (pp. 56-60)	O	Continue to implement as scheduled.
82 32	Providing Programs for the Gifted/Talented (pp. 60-64)	O	Continue to implement as scheduled.
82 33	Providing Alternative Programs (pp. 62, 65, 67-68)	O	Continue to implement as scheduled.
82 34	Providing a Process for Modifying Alternative Programs (pp. 65-66)		

SECTION 2. LEARNING ENVIRONMENT

Action Plan Item		Who?	Recommendation
A.	The Climate for Learning		
82 35	Enforcing a City-wide Discipline Policy (pp. 71-75)	O	Continue to implement as scheduled.
82 36	Promoting Active Learning (pp. 75-76)	ESS	Action item partially completed, revise, see 82-36-R.
82 36-R	Promoting Active Learning (pp. 75-76)	O	Shift the primary responsibility for this item from ESS to O.
82 37	Assessing the Climate for Learning (p. 76)	O	Continue to implement as scheduled.
B.	Parent/Student/Citizen Involvement in School Affairs		
82 38	Increasing Parent Involvement (pp. 77-78)	S	Drop the action item because it is completed, see 83-38.
83 38	Developing Parent Involvement	S	Superintendent will convene two to three citywide Parent Partnership Conferences in 1983-84. Follow-up conferences will be scheduled at or among local buildings. Brainstorming and results from the conferences will be shared with the Board of Education. O will monitor the local building conferences and facilitate sharing results at citywide principals' meetings.

Action Plan Item		Who?	Recommendation
82 39	Developing a Policy on Student Homework Assignments (p. 78)	O	Continue to implement as scheduled.
82 40	Providing Information on Educational Programs (p. 78)	ESS	Continue to implement as scheduled.
82 41	Distributing a Course Catalog (pp. 78-79)	O	Continue to implement as scheduled.
82 42	Conferencing (p. 79)	O	Continue to implement as scheduled.
82 43	Increasing School/Home Contacts (p. 79)	O	Continue to implement as scheduled.
82 44	Returning Report Cards (p. 79)	O	Revise this action item, see 82-44-R.
82 44-R	Returning Report Cards (p. 79)	O	Add - "this action item will be reviewed in 1983-84." Continue to implement as scheduled.
82 45	Increasing Student Involvement (p. 80)	O	Drop this action item because it is completed, see 83-45.
83 45	Maintaining Student Involvement	S	The Superintendent will convene an annual Fall Student Advisory Workshop to improve student involvement in school affairs. DS will coordinate the citywide Student Advisory Organizations. O will monitor the Student Advisory Organizations for each secondary school or secondary level within the school. The Board of Education will be invited annually to a joint meeting with the citywide Senior High Student Council as a forum for communication between Board and students.
82 46	Setting Guidelines for Community Support Services (p. 80)	S	Revise this action item, see 82-46-R.
82 46-R	Setting Guidelines for Community Support Services (p. 80)	S	Change date to 1983-84. Continue to implement as scheduled.
82 47	Recruiting and Training Community Volunteers (pp. 80-81)	ESS	Drop this action item because it is completed.
82 48	Encouraging Individual School Access to Community Resources (p. 81)	O	Continue to implement as scheduled.
82 49	Establishing a Building Advisory Council (pp. 81-82)	O	Continue to implement as scheduled.
82 50	Encouraging Use of Advisory Committees and Task Forces (pp. 82-83)	S	Continue to implement as scheduled.

Action Plan Item		Who?	Recommendation
82 51	Initiating a Coordinating and Communications Network (p. 83)	S	Revise this action item, see 82-51-R.
82 51-R	Initiating a Coordinating and Communications Network (p. 83)	S	Change date to Fall 1983. Continue to implement as scheduled.
82 52	Hiring Public Information Staff (p. 84)	S	Drop this action item because it is completed.
C. Communications			
82 53	Developing a Public Information Plan (pp. 84-85)	S	Continue to implement as scheduled.
82 54	Promoting the Schools (pp. 85-86)		
82 55	Providing Information to Schools and Their Communities (pp. 86-88)		
82 56	Providing Information About Community Education (p. 88)		
82 57	Establishing an Internal Information System (p. 89)		
82 58	Encouraging Interpersonal Skill Training (pp. 89-90)	DS	Drop this as a separate item, see 82-69-R.
D. Desegregation/Integration			
82 59	Meeting Requirements Regarding Minority Percentage of Student Enrollment (pp. 93-96, 97-98)	DS	Continue to implement as scheduled.
82 60	Guaranteeing Minority Staffing (pp. 96, 99)	DS	Revise this action item, see 82-60-R.
82 60-R	Guaranteeing Minority Staffing and Assuring Affirmative Action (pp. 96-99)	DS	82-72 and 82-70 included in 82-60-R. Continue to implement as scheduled.
	a. Recruiting Minority Personnel (pp. 116-117)		
	b. Assuring Affirmative Action (pp. 118-122)		
82 61	Updating Human Relations Guidelines (pp. 99-100)	O	Continue to implement as scheduled.

SECTION 3. ORGANIZATION OF RESOURCES

Action Plan Item		Who?	Recommendation
A. Central Administration			
82 62	Reducing the Superintendent's Cabinet (p. 104)	S	Continue to implement as scheduled.
82 63	Scaling Down and Clarifying Report Lines (pp. 104, 108)	DS	Continue to implement as scheduled.
82 64	Reorganizing Curriculum and Student Services (pp. 109-111)	DS	Revise this action item, see 82-64-R.
82 64-R	Reorganizing Curriculum and Student Services (pp. 109-111)	DS	Extend recommendation on further reorganization to July 1984. Continue to implement as scheduled.
82 65	Continuing Planning (p. 112)	S	Revise this action item see 82-65-R.
82 65-R	Continuing Planning (p. 112)	S	Change timeline to be ongoing. Continue to implement as scheduled.
82 66	Coordinating Community Relations and Community Development (pp. 112-113)	S	Revise this action item, see 82-66-R.
82 66-R	Coordinating Community Relations and Community Development (pp. 112-113)	S	Extend timeline for recommendation on Minneapolis Foundation to 1983-84.
82 67	Expanding Personnel Functions in a Department of Human Resources (p. 113)	DS	Revise this action item, see 82-67-R.
82 67-R	Expanding Personnel Functions in a Department of Human Resources (p. 113 & 117)	DS	Add - "This department is also the Office of Affirmative Action." 82-67-R includes 82-71. Continue to implement as scheduled.
82 68	Expanding Performance Appraisal (pp. 113-115)	DS	Continue to implement as scheduled.
82 69	Coordinating Staff Development (pp. 115-116)	DS	Revise this action item see 82-69-R.
82 69-R	Coordinating Staff Development (pp. 115-116) and Encouraging Interpersonal Skill Training. (pp. 89-90)	DS	Continue to implement as scheduled. (82-69 includes 82-58.)

Action Plan Item		Who?	Recommendation
82 70	Recruiting Minority Personnel (pp. 116-117)	DS	Drop this as a separate item, see 82-60-R.
82 71	Designating an Affirmative Action Officer (p. 117)	S	Drop this as a separate item, see 82-67-R.
82 72	Assuring Affirmative Action (pp. 118-122)	S	Drop this as a separate item, see 82-60-R.
B.	School Building Management		
82 73	Recognizing the Leadership Role of the Principal (pp. 122-123)	O	Continue to implement as scheduled.
82 74	Assessing and Developing the Leadership Skills of the Principal (p. 123)	DS	Continue to implement as scheduled.
82 75	Developing a Building Discipline Policy (p. 124)	O	Continue to implement as scheduled.
82 76	Decentralizing Staff Allocations (pp. 124-125)	DS	Continue to implement as scheduled.
82 77	Decentralizing Decisions About Staff Development Programs (p. 125)	DS	Continue to implement as scheduled.
82 78	Reorganizing Special and Compensatory Education (p.125)	ESS	Continue to implement as scheduled.
82 79	Delivering Student Services (pp. 125-126)	O	Continue to implement as scheduled.
82 80	Closing Schools (pp. 130, 137)	MSS	Drop this action item because it is completed, see 82-87.
C.	Facilities		
82 81	Grouping Elementary School Programs and Locations (pp. 137, 139-142)	O	Continue to implement as scheduled.
82 82	Assigning Junior High School Programs & Locations (pp. 138, 143)		
82 83	Assigning Senior High School Programs & Locations (pp. 138,144)		

Action Plan Item		Who?	Recommendation
82 84	Maintaining a Parent/ Student Selection Process (p. 138)	DS	Continue to implement as scheduled.
82 85	Assigning Special Education and Other Programs (pp. 138, 145)	DS	Continue to implement as scheduled.
82 86	Closing Administrative Space (p. 146)	DS	Drop this action item because it is completed.
82 87	Determining School Site Re-use (pp. 146-147)	MSS	Continue to implement as scheduled.
D.	Applications of Information Technology		
82 88	Providing Media Technology Services (p. 149)	ESS	Continue to implement as scheduled, but suggest further discussion of the technological priorities within the plan.
82 89	Providing Instructional Computer Services (pp. 149-150)	ESS	Continue to implement as scheduled, but suggest further discussion of the technological priorities within the plan.
82 90	Providing Technological Leadership in Schools (p. 150)	ESS	Continue to implement as scheduled, but suggest further discussion of the technological priorities within the plan.
82 91	Achieving Technological Literacy for All Staff (pp. 150, 152)	DS	Continue to implement as scheduled, but suggest further discussion of the technological priorities within the plan.
82 92	Providing Specialized Technological Training for Staff (pp. 151-152)	DS	Continue to implement as scheduled, but suggest further discussion of the technological priorities within the plan.
82 93	Using Technology to Support Instruction (p. 151)	O	Continue to implement as scheduled.
82 94	Providing Maintenance (p. 153)	MSS	Continue to implement as scheduled.
82 95	Providing for the Centralized Planning and Purchase of Equipment (pp. 153-154)	ESS	Continue to implement as scheduled, but suggest further discussion of the technological priorities within the plan.
82 96	Increasing Per-Pupil Budgets (p. 154)	ESS	Drop this action item because it is completed.
82 97	Implementing a Student Achievement Data System (pp. 155-156)	ESS	Drop this as a separate item, see 82-3-R.

Action Plan Item		Who?	Recommendation
82 98	Providing Centralized Data Processing (p. 156)	MSS	Continue to implement as scheduled.
82 99	Developing Finance Applications (pp. 156-157)	MSS	Continue to implement as scheduled.
82 100	Developing Payroll/ Personnel Applications (p. 157)	MSS	Continue to implement as scheduled.
82 101	Continuing Development of Student Information (p. 157)	MSS	Revise this item, see 82-101-R.
82 101-R	Continuing Development of Student Information (p. 157)	MSS	Change to be ongoing throughout the five-year period. Continue to implement as scheduled.
82 102	Integrating Management Information System Planning (pp. 157-158)	MSS	Revise this item, see 82-102-R.
82 102-R	Integrating Management Information System Planning (pp. 157-158)	MSS	Change to read - "MSS will ensure integrated MIS Planning through consultation as needed with providers and users." Continue to implement as scheduled.
82 103	Establishing a Media Processing Center (p. 158)	ESS	Revise this action item, see 82-103-R.
82 103-R	Establishing a Media Processing Center (p. 158)	ESS	Change to be maintained as an ongoing function. Continue to implement as scheduled.
82 104	Developing a Media Booking System (pp. 158-159)	ESS	Continue to implement as scheduled.
82 105	Assisting Food Services Planning (p. 159)	MSS	Continue to implement as scheduled.
82 106	Updating Graphic Services (p. 160)	MSS	Revise this action item, see 82-106-R.
82 106-R	Updating Graphic Services (p. 160)	MSS	Change date to 1983-84. Continue to implement as scheduled.
82 107	Developing Word Processing (pp. 160-161)	MSS	Revise this action item, see 82-107-R.
82 107-R	Developing Word Processing (pp. 160-161)	MSS	Change date to 1983-84. Continue to implement as scheduled.

Action Plan Item		Who?	Recommendation
82 108	Improving Bus Routing and Scheduling (pp. 161-162)	MSS	Continue to implement as scheduled.
82 109	Conserving Energy (p. 162)	MSS	Continue to implement as scheduled.
E. Finance			
82 110	Applying a "Framework for Budget Decision-Making" (pp. 174-176)	MSS	Continue to implement as scheduled.
82 111	Forming a Citizen Advisory Committee (pp. 176-177)		
82 112	Using the Program Format for the Budget (p. 177)	MSS	Revise this action item, see 82-112-R.
82 112-R	Using the Program Format for the Budget (p. 177)	MSS	Change to be ongoing. Continue to implement as scheduled.
82 113	Considering a Maintenance Levy Referendum (p. 177)	MSS	Revise this action item, see 82-113-R.
82 113-R	Considering a Maintenance Levy Referendum (p. 177)	MSS	Change to be ongoing. Continue to implement as scheduled.
82 114	Applying Property Sales to Capital Expenditures (pp. 177-178)	MSS	Revise this action item, see 81-114-R.
82 114-R	Applying Property Sales to Capital Expenditures (pp. 177-178)	MSS	Change to be ongoing. Continue to implement as scheduled.
82 115	Assuring Control Over School Property (p. 178)	MSS	Continue to implement as scheduled.
82 116	Declaring a Moratorium on Equipment Purchases (p. 178)	MSS	Continue to implement as scheduled.
82 117	Leasing Warehouse Storage (p. 178)	MSS	Drop this action item because it is not needed.
82 118	Sharing Services and Equipment With Other Agencies (p. 179)	MSS	Revise this action item, see 82-118-R.

Action Plan Item		Who?	Recommendation
82 118-R	Sharing Services and Equipment With Other Agencies (p. 179)	MSS	Change to be ongoing. Continue to implement as scheduled.
82 119	Assessing Purchase of Service Contracts (p. 179)	MSS	Continue to implement as scheduled.
82 120	Assessing Fuel Oil Futures (p. 179)	MSS	Revise this action item, see 82-120-R.
82 120-R	Assessing Fuel Oil Futures (p. 179)	MSS	Change to be ongoing. Continue to implement as scheduled.
82 121	Leasing of Property (p. 179)	MSS	Revise this action item, see 82-121-R.
82 121-R	Leasing of Property (p. 179)	MSS	Change to be ongoing. Continue to implement as scheduled.

CHART A

IMPLEMENTATION PLAN BY NUMERIC ORDER OF ACTION PLAN ITEMS/BUDGET

Assignment of Responsibility:
S - Superintendent; DS - Deputy Superintendent; ESS - Educational Support Services;
MSS - Management Support Services; O - Operations

* - Refers to page(s) in the Five-Year Plan on which the Action Plan Item is described.

SECTION 1. EDUCATIONAL PROGRAM

Action Plan Item	Who?	How?	When	1983-84 Budget Fund	Program	Amount
A. Guaranteeing Basic School and Life Skills						
82 1-R Centralizing Curriculum Development (pp. 11-12, 28)*	ESS	All subject matter consultants, involving staff throughout the district and working through the Curriculum Coordinating Council will revise/develop K-12 objectives and assessment to show relationship to basic skills objectives. Principals and teachers will receive in-service on objectives as they are developed, and principals will be expected to see that they are applied.	Specific Objectives 1981-1984		No Cost **	
a. Defining objectives in all subject matter areas (pp. 27-33)						
82 2 Developing "Benchmark Tests" (pp. 12-16)	ESS	The schedule for piloting and implementing benchmark tests in reading, writing and arithmetic will be accomplished by the appropriate subject matter consultants working with Guidance and Assessment Services and the City-wide Committee on Evaluating Techniques.	Specific Objectives 1981-1984	01 01	711 640	515,106 6,000
82 3-R Developing and Implementing a Student Achievement Data System (p. 16)						
a. Reporting by 1984 (p. 16)	MSS	MSS will see that the hardware is in place in each school and central data processing prepared to achieve the schedule for reporting described in the Plan. ESS, through the City-wide Committee on Evaluating Techniques and Curriculum Coordinating Council, will see that the format and procedures for reporting are in place. O will see that the reporting procedures are implemented through the principals, with appropriate in-service.	Specific Objectives for 1983 1984, 1985 as described	01 01	180 715	40,000 121,275
b. Reporting by 1985 (pp. 17-18)						
c. Reporting for Secondary Students (p. 19)						
d. Implementing a Student Achievement Data System (pp. 155-156)						

**The district incurred no additional cost in implementing this item. Tasks are being completed by existing staff.

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 7	Defining Achievement as the Basis for Promotion (pp. 19-23)	ESS	ESS will assist in the development of intervention strategies during 1983-84. Application of retention at promotional gates will occur based primarily on data from benchmark tests and other information in Student Achievement Data System. O will monitor application through principals.	1982-1986	01 01 01	203 203 211	107,114 1,128,000 1,128,000
82 8	Reducing Class Size (p. 24)	DS	DS will prepare recommendations for reducing class size to the Board of Education each Spring for the following year, based upon the budget and on space in school buildings.	Each Spring 1983-1987	01 01 01	201 203 620	352,500 693,720 43,683
83 9	Developing Citizenship Skills	ESS	The staff of ESS (Department of Social Studies will work with the staff of DS (Department of Human Resources) to provide a coordinated in-service plan on the citizenship skill objectives for teachers and principals. ESS working with O will establish citywide standards for citizenship grade.	Beginning Fall, 1983	01	610	6,479
82 10	Achieving Technological Literacy (pp. 26-27)	ESS	The Curriculum Coordinating Council, through appropriate consultants, will develop a schedule for implementing the process described in the Plan, coordinated with the provision of computer services (MSS), Media Services (ESS), and staff development (DS,O).	Ongoing	See 82-89 & 82-92		
B. Programs to Meet Developmental Needs							
82 12	Providing Early Childhood and Family Education Programs (p. 34)	DS	DS will develop proposals to acquire resources to maintain at least three parenting/early childhood programs, working in cooperation with Community Education and ESS.	Each Spring 1982-1987	No Cost		
82 13	Developing Linkages with Child Care Providers (p. 34)	DS	DS will assign responsibility for linkages with child care providers. O will see that principals maintain linkage with providers in each school-community.	Beginning 1982-1983	No Cost		
82 14-R	Pursuing Funding for a Pilot Model of a Full-Day Kindergarten (p. 35)	S	S will pursue legislative consideration of full-day pilot based on proposal developed by ESS and O and appropriate to package of intervention strategies.	1983-84	No funding for 1983-84		
82 15	Assuring a Balanced Elementary School Curriculum (pp. 35-37)	O	O will see that elementary principals monitor application of curriculum guidelines in consultation with subject matter consultants (ESS).	Beginning 1982-1983	No Cost		

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 16	Expanding Latch Key Programs (p. 37)	DS	DS will see that Community Education surveys need for Latch Key programs and that space is provided accordingly.	Beginning 1982-1983	04	570	20,000
82 17-R	Providing an Appropriate Junior High School Program (pp. 37-39)	O	Recommendations for modifying the junior high school program will be studied further and implementation steps developed during 1983-84.	1983-84		No Cost See items 82-21 and 82-32	
82 18	Defining High School Graduation Requirements (p. 39)	O	O will monitor application of 9-12 graduation requirements by high school principals.	Application Beginning With Class of 1984		No Cost	
82 19	Providing a Comprehensive High School Program (pp. 39-43)	O	O will monitor course offerings to ensure provision of full range of guaranteed offerings and to keep track of additional courses offered and student selection of both core and additional courses.	Beginning 1982-1983	01 01	292 298	317,836 66,053
82 20	Locating Magnet Schools (pp. 43-44)	O	O will monitor efficiency and effectiveness of magnet programs, with curriculum development for each magnet assisted by ESS and DS (Vocational Education).	Beginning 1982-1983	01	211	90,000
82 21-R	Offering a Seven-Period Day (pp. 44-45)	O	O will allocate staff to implement 7th period option and monitor use of 7th period option. Continuing to review 7th period option in junior high in 1983-84.	1983-84	01	211	84,000
82 22	Providing Career Development Services (pp. 45-46)	DS	DS (Vocational Education) will work with ESS (Guidance and Assessment) to increase 9-12 career development services. O will monitor application in the high schools.	Program Developed Spring 1983 and Applied 1983-1987	01 01	710 399	74,914 58,500
82 23	Expanding Competency-Based Post-Secondary Education (p. 46)	DS	DS (Vocational Education) will continue to work on meshing secondary competency-based education with growth of MTI programs.	Through the Five-Year Period		No Cost	
82 24	Expanding Community Education Services for Adults (pp. 46-47)	DS	DS (Community Education) will continue to expand its community partnerships and will expand community education programs based on annual needs assessment.	Through the Five-Year Period		No Cost	

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
C.	Programs to Fit Individual Needs and Values						
82 25	Providing Student Support Services (pp. 50-51)	DS	DS (Dept. of Special Education and Student Services) will implement the procedures for expanding collaboration with community agencies described in the Plan.	Beginning 1982-1983 as described pp. 52-53			
82 26	Continuing Existing Collaboration With Community Agencies (pp. 51-52)						
82 27	Expanding Collaboration With Community Agencies (p. 52)					No Cost	
82 28	Initiating New Strategies for Increasing Collaboration With Community Agencies (pp. 52-53)						
82 29	Developing an Integrated System of Management for Special Education and Regular Classrooms (pp. 53-55)	ESS	DS (Special Education and Student Services) will work with ESS and O to apply the product of a common Student Achievement Data System, to revise procedures for identifying mildly handicapped students, and to provide an integrated model of service as well as intervention strategies for students who are falling behind in learning achievement and developmental growth.	Revised Procedures Spring 1983 Process of Integration through the Five-Year Period		No Cost	
82 30-R	Actively Counsel Students in Secondary Course Selection (pp. 55-56)	O	O, working with ESS (Guidance and Assessment) and high school principals, will reexamine use of the tally system and develop recommendations for the Board of Education regarding alternative systems of course selection.	1983-84	01	710	4,702
82 31	Implementing Drop-Out Prevention Programs (pp. 56-60)	O	O will implement pilot programs of preventive drop-out model 1983, in cooperation with ESS (Curriculum Development) and DS (Student Support Services). DS will receive evaluation report May 1983 and will then recommend direction for further programming.	Beginning 1982-1983	01	710	145,000
82 32	Providing Programs for the Gifted/Talented (pp. 60-64)	O	O will monitor expansion of programs for the Gifted/Talented, with assistance from ESS, to implement schedule shown in Figure 7. Development of junior high program will be accelerated by one year beginning 1982-1983.	Specific Objectives 1982-1987	01 01	415 640	611,466 15,000

Action Plan Item	Who?	How?	When	Budget Fund	Program	Amount
82 33 Providing Alternative Programs (pp. 62, 65, 67-68)	O	O will monitor enrollment and interest in alternatives. Committee on Alternatives will make recommendations regarding evaluation and maintenance of programs on an annual basis. O will work with ESS to assure achievement of central curriculum objectives in alternative schools, and to develop annual program selection process.	Beginning 1982-1983			
82 34 Providing a Process for Modifying Alternative Programs (pp. 65-66)				01	610	15,000

SECTION 2. LEARNING ENVIRONMENT

Action Plan Item	Who?	How?	When	Budget		
A. The Climate for Learning						
82 35 Enforcing a City-wide Discipline Policy (pp. 71-75)	O	O will monitor implementation of City-wide Discipline Policy, including cases of suspension and reports on subsequent attendance of those suspended, and will report results to the Board of Education annually.	Beginning 1982-1983		No Cost	
82 36-R Promoting Active Learning (pp. 75-76)	O	O will promote active learning in development of guidelines and learning materials. O will encourage active learning through the principals of individual schools.	Beginning 1982-83		No Cost	
82 37 Assessing the Climate for Learning (p. 76)	O	O will provide tools to the principals, developed in cooperation with ESS, to assess the climate for learning in each building and will monitor their application.	Beginning 1982-1983		No Cost	
B. Parent/Student/Citizen Involvement in School Affairs						
83 38 Developing Parent Involvement	S	Superintendent will convene two or three citywide parent partnership conferences in 1983-84. Follow-up conferences will be scheduled at or among local buildings. Brainstorming and results from the conferences will be shared with the Board of Education. O will monitor the local building conferences and facilitate sharing results at Citywide principals meetings.	Ongoing	01	020	3,500
82 39 Developing a Policy on Student Homework Assignments (p. 78)	O	Individual schools will develop building homework policies with review by ESS and O. Results to be published as part of school catalogs published beginning 1983-1984.	Beginning 1982-1983		No Cost	

Action	Plan Item	Who?	How?	When	Budget Fund	Program	Amount
82 40	Providing Information on Educational Programs (p. 78)	ESS	ESS will determine format and procedures for providing an annual program guide to educational alternatives, with input and distribution from O.	Through the Five-Year Period		No Cost	
82 41	Distributing a Course Catalog (pp. 78-79)	O	Secondary school principals reporting to O will prepare a catalog of courses for each building to guide student selection.	Beginning 1983-1984		No Cost	
82 42	Conferencing (p. 79)	O	O will monitor through principals provision of adequate teacher/parent conferencing, including use of at least one extended release day.	Beginning 1982-1983		No Cost	
82 43	Increasing School/Home Contacts (p. 79)	O	O will monitor teacher contacts with parents through building principals.	Beginning 1982-1983		No Cost	
82 44-R	Returning Report Cards (p. 79)	O	Secondary principals as monitored by O will require parent signatures on course registration/report cards. This action item will be reviewed in 1983-84.	Beginning 1982-83		No Cost	
83 45	Maintaining Student Involvement	S	The Superintendent will convene an annual fall Student Advisory Workshop to improve student involvement in school affairs. DS will coordinate the citywide Student Advisory Organizations. O will monitor the Student Advisory Organizations for each secondary school or secondary level within the school. The Board of Education will be invited annually to a joint meeting with the citywide Senior High Student Council as a forum for communication between Board and Students.	Ongoing	01	020	2,000
82 46-R	Setting Guidelines for Community Support Services (p. 80)	S	S will recommend Board policies regarding Community Support Services.	1983-84		No Cost	
82 48	Encouraging Individual School Access to Community Resources (p. 81)	O	O will encourage school principals to take advantage of their school-communities to expand educational opportunities.	Through the Five-Year Period		No Cost	
82 49	Establishing a Building Advisory Council (pp. 81-82)	O	Every principal will develop a Building Advisory Council, following the plan's requirements. Bylaws will be reviewed by O, as well as an annual report from each Council regarding representation and activity.	Beginning 1982-1983	01	050	12,500

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 50	Encouraging Use of Advisory Committees and Task Forces (pp. 82-83)	S	S will review list of all advisory committees and task forces and discuss gaps with the participants at the Fall 1983 Parent Partnership Conference. Members of Cabinet will initiate advisory groups mentioned in the plan and not already in existence (Budget Advisory Committee, Community Relations Advisory Committee, etc.).	Beginning Fall 1982		No Cost	
82 51-R	Initiating a Coordinating and Communications Network (p. 83)	S	S will work with transition team of community and school people to recommend a coordinating and communications network Fall 1983.	Fall 1983		See 82-53	
C. Communications							
82 53	Developing a Public Information Plan (pp. 84-85)	S	S will monitor development Fall 1983 of a Public Information Plan by the Office of Community Development and Community Relations. The plan will address all of the aspects of a multifaceted external and internal communications program. The plan will be reviewed by the Board of Education. DS will assure involvement of Community Education in development of public information plan. O will monitor implementation of plan through the school buildings. DS will monitor implementation of plan through Community Education.	Beginning Fall 1982			
82 54	Promoting the Schools (pp. 85-86)				01	130	131,247
					05	130	2,800
82 55	Providing Information to Schools and Their Communities (pp. 86-88)						
82 56	Providing Information About Community Education (p. 88)						
82 57	Establishing an Internal Information System (p. 89)						
D. Desegregation/Integration							
82 59	Meeting Requirements Regarding Minority Percentage of Student Enrollment (pp. 93-96, 97-98)	DS	DS will monitor compliance with the Desegregation/ Integration Plan through O.	Through the Five-Year Period	01	792	73,651
					01	640	60,625
82 60-R	Guaranteeing Minority Staffing and Assuring Affirmative Action (pp. 96-99)	DS	DS will monitor compliance with the Desegregation/ Integration Plan through O.	Through the Five-Year Period	01	160 (See 82-67 R)	2,775
a. Recruiting Minority Personnel (pp. 116-117)							
b. Assuring Affirmative Action (pp. 118-122)							

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 61	Updating Human Relations Guidelines (pp. 99-100)	O	Updated HR Guidelines ("The Mission to Ensure Equity and Excellence in the MPS"), published June 1982, will be circulated to the staff and school-community Fall 1982. O will monitor building application of guidelines to ensure equitable student access and participation in multi-ethnic academic and co-curricular activities, including provision of support services.	Beginning Fall, 1982	01	630	26,125
			SECTION 3. ORGANIZATION OF RESOURCES				
A. Central Administration							
82 62	Reducing the Superintendent's Cabinet (p. 104)	S	S will reorganize the Cabinet by eliminating the functions of three area superintendents and using two associate superintendents for line management 1982-1983. S will report recommendations on further reorganizing Spring 1983.	Beginning 1982-1983	01	030	(127,864) savings
82 63	Scaling Down and Clarifying Report Lines (pp. 104, 108)	DS	S and DS will: a) reassign functions of Federal Programs 1982-1983; and b) require job descriptions for all administrative positions June 1982. MSS will report to S beginning 1982-1983. S will establish review panel to assign priority ranking to all non-administrative positions classified as teacher (outside of school buildings) beginning 1982-83. DS will monitor implementation of MTI management system beginning 1982-1983. DS will revise assignment of Special Education Coordinator 1982-1983.	Beginning 1982-1983	01	192	(82,942) savings
82 64-R	Reorganizing Curriculum and Student Services (pp. 109-111)	DS	DS will monitor reorganization of Curriculum and Student Services. ESS will assume responsibility for reorganization of Department of Curriculum Services including organization of Curriculum Coordinating Council, CWAC, assignment of Guidance and Assessment, and recommendation for reassignment of Media Services. DS will assume responsibility for reassignment of Social Work Services, Psychological Services, Student Health Services to Special Education. DS will recommend regarding feasibility of merger of Special Education and Compansatory programs.	Reorganization 1982-1983. Recommendations on further education July, 1984.		No Cost	

Action Plan Item	Who?	How?	When	Budget Fund	Program	Amount
82 65-R Continued Planning (p. 112)	S	The office of Planning, Development and Evaluation will continue to facilitate implementation of all aspects of the Minneapolis Five-Year Plan.	Ongoing	01	172	61,446
82 66-R Coordinating Community Relations and Community Development (pp. 112-113)	S	Develop guidelines and processes for fund raising by Fall 1983. Develop a recommendation regarding the issue of establishing a Minneapolis Foundation during 1983-84.	Beginning 1982-1983	01	195	3,180
82 67-R Expanding Personnel Functions in a Department of Human Resources (p. 113 & 117)	DS	DS will structure Department of Human Resources to include at least the functions of: a) recruitment, hiring and placement of personnel including campaign to recruit minority personnel; b) development and management of performance appraisal systems for all district staff; c) staff development coordination; d) serving as Office of Affirmative Action.	Beginning 1982-83	01 01	160 640 (See 82-60 R)	194,316 6,401
82 68 Expanding Performance Appraisal (pp. 113-115)	DS	Under DS, the Department of Human Resources will review all appraisal systems presently being used in the district. The Department will initiate appraisal systems for principals and other administrators 1982-1983, using the annual agreement with the principal and management reporting system with other administrators (in combination with application of SIM for some principal appraisals and the MTI system for Voc-Ed administrators). The Department will monitor the SIM project and consider expanding it city-wide beginning 1984-1985, based on evaluation. From 1982-1985, the Department will consider other pilot projects for teacher appraisal, and will pilot appraisal systems for all other staff classifications 1983-1984.	Beginning 1982-1983		(See 82-67 R)	
82 69-R Coordinating Staff Development (pp. 115-116) a. Encourage Interpersonal Skill Training (pp. 89-90)	DS	DS, through the Department of Human Resources, will coordinate and monitor staff development, working with the Teachers' Center, as described in the plan. The Department will consult with ESS on program development, and will monitor use of staff development programs by school buildings and district staff.	Beginning 1982-1983		(See 82-67 R)	
B. School Building Management						
82 73 Recognizing the Leadership Role of the Principal (pp. 122-123)	O	O will negotiate annual agreement (see section which offers guidelines for the agreement) regarding mutual expectations with each building principal, and will appraise principal performance on the basis of implementation of the agreement.	Beginning 1982-1983		No Cost	

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 74	Assessing and Developing the Leadership Skills of the Principal (p. 123)	DS	DS will recommend revised principal selection process Spring 1983. DS will work with the Department of Human Resources to set up continuing leadership training for principals. O will ensure that principals participate in programs according to their needs.	Beginning Spring 1983	01	640	25,000
82 75	Developing a Building Discipline Policy (p. 124)	O	O will review Building Discipline Policy for every school, will monitor dissemination to the school-community, and will review the follow-up by building staff.	Fall of every year		No Cost	
82 76	Decentralizing Staff Allocations (pp. 124-125)	DS	DS will identify pilot schools for 1982-1983, communicate parameters to be established by the Superintendent's Cabinet, and will monitor staffing decisions made at the pilot school locations. Results will be reviewed and recommendations made during 1983-84.	Beginning 1982-1983		No Cost	
82 77	Decentralizing Decisions About Staff Development Programs (p. 125)	DS	The Department of Human Resources (DS) will monitor building use of staff development time, including use of central staff development resources and creation of building-based programs.	Beginning 1982-1983		See 82-67 R	
82 78	Reorganizing Special and Compensatory Education (p.125)	ESS	ESS, through Curriculum Services and with the cooperation of Special Education (under DS) will consider plans for reorganization.	Beginning 1982-83		No Cost	
82 79	Delivering Student Services (pp. 125-126)	O	O will monitor assignment of staff to provide cluster-based Support Services to Elementary Schools, beginning 1982-1983. O will also monitor assignment of time by staff to see if cluster concept works to improve student support services.	Beginning 1982-83		No Cost	
C. Facilities							
82 81	Grouping Elementary School Programs and Locations (pp. 137, 139-142)	O	O will monitor assignments to program locations. Any changes year-to-year will be recommended to the Superintendent and Board by DS and O prior to March.	Beginning 1982-83		No Cost	
82 82	Assigning Junior High School Programs & Locations (pp. 138, 143)					No Cost	
82 83	Assigning Senior High School Programs & Locations (pp. 138,144)					No Cost	

Action Plan Item	Who?	How?	When	Budget Fund	Program	Amount
82 84 Maintaining a Parent/ Student Selection Process (p. 138)	DS	DS will structure an annual program preference process for parents and students, to be initiated Spring 1983.	Beginning Spring 1983		No Cost	
82 85 Assigning Special Education and Other Programs (pp. 138, 145)	DS	DS, working with O and MSS, will assign special programs by May of each year for the following year.	Beginning 1982-83		No Cost	
82 87 Determining School Site Re-use (pp. 146-147)	MSS	Based on recommendations from MSS, the Board of Education will determine sites for retention and disposition by June 1982. MSS will assume responsibility for implementation.	Beginning Spring 1982	01	810	88,160
D. Applications of Information Technology						
82 88 Providing Media Technology Services (p. 149)	ESS	Through Media Services and the Cable TV Coordinator, ESS will implement plan for updating services. O will monitor assignment of services to buildings. Suggest further discussion priorities within the plan.	Specific Objectives beginning 1982-1983	01 01 01	621 622 623 (See 82-10, 91 & 92)	7,359 45,580 17,222
82 89 Providing Instructional Computer Services (pp. 149-150)	ESS	ESS (Instructional Computer Department) will implement plan for computer services. O will monitor assignment of computer resources to buildings. Suggest further discussion of the technological priorities within the plan.	Specific Objectives beginning 1982-1983	01 01	680 640 (See 82-10)	128,512 50,000
82 90 Providing Technological Leadership in Schools (p. 150)	ESS	ESS (Instructional Computer Department and Media Services) will provide a personnel recommendation Spring 1983, with a timeline matched to other objectives specified in the plan. Suggest further discussion of the technological priorities within the plan.	Beginning Spring 1983		(See 82-10, 88, 95, 103 & 104)	
82 91 Achieving Technological Literacy for All Staff (pp. 150, 152)	DS	The Department of Human Resources (DS) will coordinate implementation of a schedule for training as shown in Figure 18. Suggest further discussion of the technological priorities within the plan.	Specific Objectives Beginning 1982-83		(See 82-10, 89 & 92)	
82 92 Providing Specialized Technological Training for Staff (pp. 151-152)	DS	The Department of Human Resources (DS) will coordinate specialized training per the schedule shown in the plan, working with staff from ESS (Instructional Computer Department and Media Services). Suggest further discussion of the technological priorities within the plan.	Specific Objectives Beginning 1982-83	01 01	622 624 (See 82-10, 89, 90 & 91)	30,955 10,815

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 93	Using Technology to Support Instruction (p. 151)	O	O will monitor principals in their incorporation of technology within the schools' instructional process, assisted by ESS resources.	Beginning 1982-83	01	622 (See 82-88-92)	2,120
82 94	Providing Maintenance (p. 153)	MSS	MSS will work with ESS to implement process for providing maintenance service for computer and media equipment.	Beginning 1982-83	01	810	31,500
82 95	Providing for the Centralized Planning and Purchase of Equipment (pp. 153-154)	ESS	ESS (Instructional Computer Department and Media Services) will develop a purchasing plan and determine budget allocations within centralized planning process, assisted by MSS. Suggest further discussion of the technological priorities within the plan.	Beginning Spring 1982	05 05	680 622	800,000
82 98	Providing Centralized Data Processing (p. 156)	MSS	MSS will recommend budget allocation to implement strategy for updating data processing. MSS will replace present computer system and provide optical mark reading services. MSS will make recommendations regarding on-line entry of data Spring 1983. S will request software options from State Board of Education as described.	Beginning with 1982-1983 budget	05	140	17,600
82 99	Developing Finance Applications (pp. 156-157)	MSS	MSS will apply technological improvements to finance functions as feasible within the district budget and with proof of cost-effective application.	Beginning 1982-1983		No Cost	
82 100	Developing Payroll/ Personnel Applications (p. 157)	MSS	MSS will assign high priority to automating personnel record keeping system, and will assure that this system is developed to be compatible with or part of a centralized data processing system.	Beginning 1982-83	05	160	6,000
82 101-R	Continuing Development of Student Information (p. 157)	MSS	MSS (Student Information Office) will develop recommended policies and procedures concerning data privacy, records management and microfilming during 1982-1983.	Through the Five-Year Period.	05	180	7,270
82 102-R	Integrating Management Information System Planning (pp. 157-158)	MSS	MSS will ensure integrated MIS Planning through consultation as needed with providers and users.	Beginning 1982-83		No Cost	
82 103-R	Establishing a Media Processing Center (p. 158)	ESS	ESS will establish a K-12 Media Processing Center through Media Services.	Ongoing	01	629	97,095
82 104	Developing a Media Booking System (pp. 158-159)	ESS	ESS will implement a Media Booking System.	Beginning 1982-83	01	624	2,650

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 105	Assisting Food Services Planning (p. 159)	MSS	MSS will work with the Food Service Department to develop a cost-effective computer system which will assist the department to become self-sustaining.	Beginning 1982-83	02	770	20,000
82 106-R	Updating Graphic Services (p. 160)	MSS	MSS will prepare cost/savings analysis of proposals for upgrading Graphic Services and the Printshop by Spring 1983.	1983-84	05	170	4,000
82 107-R	Developing Word Processing (pp. 160-161)	MSS	MSS will carry out the steps for developing word processing, including application of requirements for use and development of feasibility study for administrative support system by during 1983-84.	1983-84	05	175	35,000
82 108	Improving Bus Routing and Scheduling (pp. 161-162)	MSS	MSS will see that an on-line system for bus routing and scheduling is installed in the Transportation Department 1983-1984.	Beginning 1982-83	03	761	150,000
82 109	Conserving Energy (p. 162)	MSS	MSS will develop a continuing program by Fall 1982 for energy conservation to result in an overall 20 percent reduction of energy use district-wide over the five-year period.	1982-87	01	81	(162,557) utilities savings
E. Finance							
82 110	Applying a "Framework for Budget Decision-Making" (pp. 174-176)	MSS	MSS will convene annually an ongoing Budget Advisory Committee to apply the Framework for Budget Decision-Making to district and five-year budget proposals.	Beginning Fall 1982		No Cost	
111	Advisory Committee (pp. 176-177)						
82 112-R	Using the Program Format for the Budget (p. 177)	MSS	MSS will review alternative programmatic formats and will prepare a programmatic format for budget proposals beginning Fall 1982 which will clearly tie the budget to the format of the Five-Year Plan.	Ongoing		No Cost	
82 113-R	Considering a Maintenance Levy Referendum (p. 177)	MSS	MSS will present a feasibility study Spring 1983 regarding the levy referendum in 1983 and subsequent years.	Ongoing		No Cost	
82 114-R	Applying Property Sales to Capital Expenditures (pp. 177-178)	MSS	MSS will monitor the use of the application of property sales to capital expenditures based on the legislative authority granted in the spring of 1983.	Ongoing		No Cost	

Action Plan Item		Who?	How?	When	Budget Fund	Program	Amount
82 115	Assuring Control Over School Property (p. 178)	MSS	MSS will promulgate strict controls with enforcement measures over school property beginning June 1982. Enforcement by school principals will be monitored by O.	Beginning June, 1982	01	110	1,672
82 116	Declaring a Moratorium on Equipment Purchases (p. 178)	MSS	MSS will declare a moratorium on the purchase of new equipment, to be implemented through the Purchasing Department by MSS.	Beginning June, 1982		No Cost	
82 118-R	Sharing Services and Equipment With Other Agencies (p. 179)	MSS	Beginning 1982-1983, MSS will regularly survey potential for sharing services, materials and equipment with others. MSS will report recommendations each spring. MSS will charge administrative costs or service charges to other agencies.	Ongoing from Spring, 1983		No Cost	
82 119	Assessing Purchase of Service Contracts (p. 179)	MSS	MSS will study and make recommendation regarding potential for use of purchase of service contracts. MSS will report recommendations by Fall 1983.	Fall 1983		No Cost	
82 120-R	Assessing Fuel Oil Futures (p. 179)	MSS	MSS will study annually the feasibility of trading in fuel oil futures and report recommendations each fall.	Ongoing		No Cost	
82 121-R	Leasing of Property (p. 179)	MSS	Fall 1983, MSS will recommend changes in existing statutes and regulations enabling leasing of property, to be considered for the district's 1984 legislative program.	Ongoing	01	810	62,640

67348

CHART B

IMPLEMENTATION PLAN, BY ASSIGNMENT OF RESPONSIBILITY

Assigned to		Action Plan Item	Page(s)
Superintendent	82- 14-R	Pursuing funding for a Pilot Model of a Full-Day Kindergarten	(p. 35)*
	83- 38	Developing Parent Involvement	(pp. 27-28)**
	83- 45	Maintaining Student Involvement	(pp. 28-29)**
	82- 46-R	Setting Guidelines for Community Support Services	(p. 80)*
	82- 50	Encouraging Use of Advisory Committees and Task Forces	(pp. 82-83)*
	82- 51-R	Initiating a Coordinating and Communications Network	(p. 83)*
	82- 53	Developing a Public Information Plan	(pp. 84-85)*
	82- 54	Promoting the Schools	(pp. 85-86)*
	82- 55	Providing Information to Schools and Their Communities	(pp. 86-88)*
	82- 56	Providing Information About Community Education	(p. 88)*
	82- 57	Establishing an Internal Information System	(p. 89)*
	82- 62	Reducing the Superintendent's Cabinet	(p. 104)*
	82- 65-R	Continued Planning	(p. 112)*
	82- 66-R	Coordinating Community Relations and Community Development	(pp. 112-113)*
Deputy Superintendent	82- 8	Reducing Class Size	(p. 24)*
	82- 12	Providing Early Childhood and Family Education Programs	(p. 34)*
	82- 13	Developing Linkages With Child Care Providers	(p. 34)*
	82- 16	Expanding Latch Key Programs	(p. 37)*
	82- 22	Providing Career Development Services	(pp. 45-46)*
	82- 23	Expanding Competency-Based Post-Secondary Education	(p. 46)*
	82- 24	Expanding Community Education Services for Adults	(pp. 46-47)*
	82- 25	Providing Student Support Services	(pp. 50-51)*
	82- 26	Continuing Existing Collaboration With Community Agencies	(pp. 51-52)*
	82- 27	Expanding Collaboration With Community Agencies	(p. 52)*
	82- 28	Initiating New Strategies for Increasing Collaboration With Community Agencies	(pp. 52-53)*
	82- 59	Meeting Requirements Regarding Minority Percentage of Student Enrollment	(pp. 93-96, 97-98)*
	82- 60-R	Guaranteeing Minority Staffing and Assuring Affirmative Action	(pp. 96-99, 116-117, 118-122)*
	82- 63	Scaling Down and Clarifying Report Lines	(pp. 104, 108)*
	82- 64-R	Reorganizing Curriculum and Student Services	(pp. 109-111)*
	82- 67-R	Expanding Personnel Functions in a Department of Human Resources	(pp. 113 & 117)*
	82- 68	Expanding Performance Appraisal	(pp. 113-115)*
	82- 69-R	Coordinating Staff Development	(pp. 115-116, 89-90)*
	82- 74	Assessing and Developing the Leadership Skills of the Principal	(p. 123)*
	82- 76	Decentralizing Staff Allocations	(pp. 124-125)*
	82- 77	Decentralizing Decisions About Staff Development Programs	(p. 125)*
	82- 84	Maintaining a Parent/Student Selection Process	(p. 138)*
	82- 85	Assigning Special Education and Other Programs	(pp. 138, 144)*
	82- 91	Achieving Technological Literacy for All Staff	(pp. 150, 152)*
	82- 92	Providing Specialized Technological Training for Staff	(pp. 151-152)*
Educational Support Services	82- 1-R	Centralizing Curriculum Development	(pp. 11-12, 27-33)*
	82- 2	Developing "Benchmark Tests"	(pp. 12-16)*
	82- 7	Defining Achievement as the Basis for Promotion	(pp. 19-23)*
	83- 9	Developing Citizenship Skills	(pp. 26-27)**
	82- 10	Achieving Technological Literacy	(pp. 26-27)*
	82- 29	Developing an Integrated System of Management for Special Education and Regular Classrooms	(pp. 53-55)*
	82- 40	Providing Information on Educational Programs	(p. 78)*
	82- 78	Reorganizing Special and Compensatory Education	(p. 125)*
	82- 88	Providing Media Technology Services	(p. 149)*
	82- 89	Providing Instructional Computer Services	(pp. 149-150)*
	82- 90	Providing Technological Leadership in Schools	(p. 150)*
	82- 95	Providing for the Centralized Planning and Purchase of Equipment	(pp. 153-154)*
	82-103-R	Establishing a Media Processing Center	(p. 158)*
	82-104	Developing a Media Booking System	(pp. 158-159)*

* Refers to page(s) in the Five Year Plan on which the Action Plan Item is described.

** Refers to page(s) in the 1983-84 Minneapolis Five Year Plan Update on which the Action Plan Item is described.

Assigned to		Action Plan Item	Page(s)
Management Support Services	82- 3-R	Developing and Implementing a Student Achievement Data System	(pp. 16-19, 155-156)*
	82- 87	Determining School Site Re-Use	(pp. 146-147)*
	82- 94	Providing Maintenance	(p. 153)*
	82- 98	Providing Centralized Data Processing	(p. 156)*
	82- 99	Developing Finance Applications	(pp. 156-157)*
	82-100	Developing Payroll/Personnel Applications	(p. 157)*
	82-101-R	Continuing Development of Student Information	(p. 157)*
	82-102-R	Integrating Management Information System Planning	(pp. 157-158)*
	82-105	Assisting Food Services Planning	(p. 159)*
	82-106-R	Updating Graphic Services	(p. 160)*
	82-107-R	Developing Word Processing	(pp. 160-161)*
	82-108	Improving Bus Routing and Scheduling	(pp. 161-162)*
	82-109	Conserving Energy	(p. 162)*
	82-110	Applying a "Framework for Budget Decision-Making"	(pp. 174-176)*
	82-111	Forming a Citizen Advisory Committee	(pp. 174-176)*
	82-112-R	Using the Program Format for the Budget	(p. 177)*
	82-113-R	Considering a Maintenance Levy Referendum	(p. 177)*
	82-114-R	Applying Property Sales to Capital Expenditures	(pp. 177-178)*
	82-115	Assuring Control Over School Property	(p. 178)*
	82-116	Declaring a Moratorium on Equipment Purchases	(p. 178)*
	82-118-R	Sharing Services and Equipment With Other Agencies	(p. 179)*
	82-119	Assessing Purchase of Service Contracts	(p. 179)*
	82-120-R	Assessing Fuel Oil Futures	(p. 179)*
	82-121-R	Leasing of Property	(p. 179)*
Operations	82- 15	Assuring a Balanced Elementary School Curriculum	(pp. 35-37)*
	82- 17-R	Providing an Appropriate Junior High School Program	(pp. 37-39)*
	82- 18	Defining High School Graduation Requirements	(p. 39)*
	82- 19	Providing a Comprehensive High School Program	(pp. 39-43)*
	82- 20	Locating Magnet Schools	(pp. 43-44)*
	82- 21-R	Offering a Seven-Period Day	(pp. 44-45)*
	82- 30-R	Active Counseling of Secondary Students in Course Selection	(pp. 55-56)*
	82- 31	Implementing Drop-Out Prevention Programs	(pp. 56-60)*
	82- 32	Providing Programs for the Gifted/Talented	(pp. 60-64)*
	82- 33	Providing Alternative Programs	(pp. 62, 65, 67-68)*
	82- 34	Providing a Process for Modifying Alternative Programs	(pp. 65-66)*
	82- 35	Enforcing a Citywide Discipline Policy	(pp. 71-75)*
	82- 36-R	Promoting Active Learning	(pp. 75-76)*
	82- 37	Assessing the Climate for Learning	(pp. 76)*
	82- 39	Developing a Policy on Student Homework Assignments	(pp. 78)*
	82- 41	Distributing a Course Catalog	(pp. 78-79)*
	82- 42	Conferencing	(pp. 79)*
	82- 43	Increasing School/Home Contacts	(pp. 79)*
	82- 44-R	Returning Report Cards	(pp. 79)*
	82- 48	Encouraging Individual School Access to Community Resources	(pp. 81)*
	82- 49	Establishing a Building Advisory Council	(pp. 81-82)*
	82- 61	Updating Human Relations Guidelines	(pp. 99-100)*
	82- 73	Recognizing the Leadership Role of the Principal	(pp. 122-123)*
	82- 75	Developing a Building Discipline Policy	(pp. 124)*
	82- 79	Delivering Student Services	(pp. 125-126)*
	82- 81	Grouping Elementary School Programs and Locations	(pp. 137, 139-142)*
	82- 82	Assigning Junior High School Programs and Locations	(pp. 138, 143)*
	82- 83	Assigning Senior High School Programs and Locations	(pp. 138, 144)*
	82- 93	Using Technology to Support Instruction	(pp. 151)*

* Refers to page(s) in the Five Year Plan on which the Action Plan Item is described.

** Refers to page(s) in the 1983-84 Minneapolis Five Year Plan Update on which the Action Plan Item is described.

PLANNING CALENDAR

August, 1983 - July, 1984

AUGUST	SEPTEMBER	OCTOBER
- Distribute 1983-84 Plan Update - Distribute Reporting Forms - Establish Work Plans	- Planning Council #1 September 22, 1983 1 - 5 p.m.	- Citywide Parent Conference October 6, 1983 7 - 10 p.m. Division II - Planning Council #2 October 18, 1983 1 - 5 p.m.
NOVEMBER	**DECEMBER**	**JANUARY, 1984**
- Special Board Planning Session - November 15, 1983 4 - 9 p.m. - Planning Council #3 November 22, 1983 1 - 5 p.m.	- Implementation Report #1 Due (December 16) - Planning Council #4 Think Tank December 20, 1983 1 - 5 p.m.	- Planning Council #5 January 12, 1984 1 - 5 p.m. - Special Board Planning Session Present Plan Update 1984-85 January 26, 1984 4 - 9 p.m.
FEBRUARY	**MARCH**	**APRIL**
- Planning Council #6 February 16, 1984 1 - 5 p.m. - Special Board Planning Session - February 21, 1984 4 - 9 p.m.	- Planning Council #7 March 8, 1984 1 - 5 p.m. - Special Board Planning Session March 22, 1984 4 - 9 p.m. - Futures Conference	- Citywide Parent Conference April 5, 1984 7 - 10 p.m. Division I - Implementation Report #2 Due (April 9)
MAY	**JUNE**	**JULY**
- Planning Council #8 May 15, 1984 1 - 5 p.m.	- Board Approval of 1984-85 Plan Update - Implementation Report #3 Due (June 8)	- Print Distribution Copy of 1984-85 Plan Update

APPENDIX

Minneapolis Public Schools

Parent Opinions About the 1982-83 Andersen Open School

SUMMARY

Andersen Open School was established in 1982-83 to serve K-8 students whose families preferred an "open" educational philosophy. Three other open programs available to this population in 1981-82 were closed as part of the district's Five Year Plan.

How did parents view the 1982-83 Andersen Open School? The school's PER committee initiated and planned a parent survey to answer this question. The survey was sent to parents of every student on February 16, 1983. A total of 562 surveys were returned by parents, representing 61% of the student population. Some of the major findings were:

- Most parents(70-85%) rated the help that Andersen Open was giving their child as "very good" or "good"; e.g. learning basic skills, meeting individual needs, developing responsible behavior, learning about people of different backgrounds.

- A large majority of parents expressed satisfaction with various aspects of Andersen Open School; opportunities for parent involvement(82% satisfied), child's relationship with staff(88%), child's feelings about going to school at Andersen Open(80%).

- The three reasons cited most frequently as the first or second most important reasons for enrolling their child in Andersen Open were - wanted an open program(35%), wanted some choices of activities by child(28%), and expected a variety of activities(27%).

- Opinions of parents of children at different grade levels were generally similar, although parents of grade 7-8 students tended to have less favorable opinions about some aspects of the program.

- What did parents like best about Andersen Open? The most frequently cited features were the variety of activities and learning experiences, choices, individual responsibility, opportunity to progress at one's own rate, quality and warmth of staff, children's positive attitudes, and opportunities for parent involvement.

- The most frequently stated suggestions for improving Andersen Open were - more communications about classroom activities and options(17 parents made this suggestion), better or more frequent student progress reports(16 parents), more or better options(23), greater academic challenge(19), more high potential (18), better discipline(18), less disrespectful behavior(13), and more use of computers(16).

* * *

Planning, Development and Evaluation Department

April 1983

Minneapolis Public Schools

Parent, Student and Staff Opinions About the 1982-83 Lincoln Fundamentals School

SUMMARY

How did parents, staff and students feel about the 1982-83 Lincoln Fundamentals School? In a study initiated by Lincoln staff members and parents, opinion surveys were completed by eighty percent of all parents and staff and by ninety percent of the students.

Basic skills. Two-thirds of the parents said that the most important reason for enrolling their children in the Lincoln program was an expected emphasis on reading, math, and writing.

- Ninety percent of the parents expressed satisfaction with how much their child learned this year in reading and math.
- Parents of students who were new to the fundamentals program in 1982-83 expressed substantially greater satisfaction with how much their child learned in basic skill areas this year (1982-83) than in 1981-82.
- Almost all children (94%) indicated that they were happy with how much they were learning; three-fourths thought they learned a lot in reading and math.
- All but one classroom teacher reported that they were satisfied with how much their students learned this year in reading and math (one-fourth were very satisfied, three-fourths were satisfied).
- A substantial proportion of classroom teachers felt that "not enough" time was spent on some areas; handwriting (35%), health (55%), science (35%), creative abilities (45%), and art (84%).
- At least one-fourth of the parents felt that not enough time and opportunities were provided for creative abilities (27%), self-awareness (25%), individual talents and abilities (33%) and computer/technology (27%).

Student behavior and discipline. Nine of ten parents said that an expected emphasis on discipline and orderly behavior was a reason for enrolling their child at Lincoln; 20% indicated that it was the most important reason.

- More than 90% of the parents and staff members expressed satisfaction with the school's discipline policy. However, members of both groups made suggestions regarding enforcement of the discipline policy (e.g. consistency, more strict enforcement).

- Almost half of the staff members indicated that disruptive student behavior "frequently" interfered with learning; most others said "occasionally", and 10-15% said "rarely".

- Generally, staff and parents who were new to the fundamentals program in 1982-83 felt that there was less disruptive student behavior than last year, while staff and parents who were at Jordan in 1981-82 felt the opposite (more disruptive behavior this year).

- About one-third of the parents (particularly parents whose children were not in the program in 1981-82) felt that conditions at Lincoln had a positive effect on their child's behavior and performance; about 10% said Lincoln had a negative effect.

Parent involvement. Almost all parents and staff expressed satisfaction with the opportunities for parent involvement in the school's educational program. More than 90% of the parents said that they attended at least one schoolwide event and that they visited the school at least once to talk with their child's teachers; the majority did so two or more times.

Although staff members reported that a majority of parents fulfilled their responsibilities as described in the school handbook, about half of the classroom teachers said that less than 50% of the parents (a) made sure their child's homework was completed and (b) participated in a school or classroom activity.

Student progress reporting. A large majority of parents and staff (85-90%) were satisfied with the report card and other procedures for reporting student progress. However, several suggestions were made for improvement.

Overall opinions. Lincoln Fundamentals School received mostly A's and B's when graded by parents and students.

	Parents	Students
Excellent (A)	38%	50%
Above Average (B)	49	27
Average (C)	11	13
Below Average (D)	2	5
Failure (F)	0	5

Eighty-nine percent of the parents of children in grades K-5 planned to enroll their child in the fundamentals program next year, 2% said "No" and 10% were not sure. Thirty of thirty-one responding staff members said that they would like to teach at Lincoln Fundamentals School next year; the other staff member said "yes" if some facilities were changed.

* * *

April 1983

Planning, Development and Evaluation Department

MINNEAPOLIS BOARD OF EDUCATION
JOY M. DAVIS, CHAIRPERSON
MARILYN A. BOREA
W. HARRY DAVIS
JUDITH L. FARMER
PHILIP A. OLSON
JAMES W. POMMERENKE
TIMI S. STEVENS
SUPERINTENDENT OF SCHOOLS — RICHARD R. GREEN

SUPERINTENDENT'S CABINET
RICHARD R. GREEN
GEORGE A. HAAKENSON
ELEANOR HOOVER
RICHARD F. JULANDER
KENNETH W. NORTHWICK
WILLIAM C. PHILLIPS
FREDERICK J. SHERIDAN

SPECIAL SCHOOL DISTRICT NO. 1
MINNEAPOLIS PUBLIC SCHOOLS
MINNEAPOLIS, MINNESOTA

AN EQUAL OPPORTUNITY SCHOOL DISTRICT

COVER DESIGNER — JAMES D. CARVER
PRINTED BY — GRAPHIC SERVICES — PRINTSHOP